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AGGRESSION IN CHILDREN

IT is a commonplace today that the aim of education is to help the child to grow into an integrated and healthy-minded adult, and that the chief function of the teacher is to provide and create conditions in the school that make healthy growth possible.

This task is not an easy one, particularly with children, who, because of wrong handling in the home or at school, show some deviation from the normal, and present symptoms indicative of maladjustment or lack of adjustment to life. Some children are restless and lack the power of concentration; others are shy, withdrawn and recessive. Behaviour-problems of this kind in children are numerous. Nervousness, fearfulness, anxiety, stealing, truancy, defiance, violence destructiveness, disobedience, homosexuality, masturbation, temper outbursts, bullying and the desire to domineer are some of the more commonly observed behaviour-problems.

Need for Individual Studies

Aggression is a behaviour-problem which calls for individual investigation and remedy. Strict discipline or punishment may produce increased or more destructive aggression. The particular case has to be handled carefully and sympathetically without applying a rule of thumb, since each behaviour deviation in children has its own context and history.

In the past, psychologists tried to explain all behaviour patterns in terms of certain fixed instinctive urges and were inclined to think that aggressive children were born with an excess of pugnacity. These earlier interpretations implied a more or less permanent labelling of children as submissive, aggressive or acquisitive on the assumption that the corresponding instinct was weak or strong. The importance of environment in the production of behaviour characteristics was overlooked or underestimated. There was a tendency to underrate the extent to which one could be aggressive in the playfield and submissive in the classroom, introverted in one situation and extroverted in another. The "instinct" hypothesis placed a limit upon educability because of its emphasis on the consistency and fixity of tendencies or inherent propensities with which the child is born. Such a doctrine treated human beings as things-in-themselves, observable as separate entities and growing according to their own inherent tendencies.

The Individual and The Environment

But in more recent years the emphasis has been laid upon the inseparable relationship between the individual and his environment. The individual is at all times enmeshed in his social environment. Whatever emotional maladjustment may exist is not, therefore, the result of inherent tendencies but is explicable in terms of the environmental conditions in which one lives.

Maladjustment or behaviour-problems of any type arise from the denial of

satisfaction of basic needs in a given environment. The human child is like a plant growing in the social soil of the community. Just as the plant needs air, water, sunshine and other ingredients drawn from the soil by means of the roots for its full growth and fruition, so also the human child has fundamental needs to be satisfied for its growth and healthy development. On the physical or physiological plane the child needs air, food, water, shelter, rest and change. On the psychological plane the most fundamental need is Security.

Security

Security is achieved if the need for affection, acceptance, approval or appreciation, adventure or new experience, self-expression, understanding or insight, freedom or independence, is satisfied. Many studies of children in psychological clinics, in juvenile courts and other institutions have demonstrated the importance of security in adjusting maladjusted children. The insecure child gives so much the picture of being at sea, of being anxious and of bearing disaster at every turn. He may feel insecure because he has been deprived of love or because of the unfriendly attitude of associates or because of capricious methods of training or discipline. He may have been denied opportunities for adventure or new experience, for self-expression and responsible service.

Aggression, as a form of maladjustment, arises from the sense of insecurity. The aggressive child is frequently insecure and so develops a fighting attitude as the energy in him is thwarted. He is revengeful and wishes to destroy things and people around him. Society in the guise of parent or teacher, has not afforded him any chance for growth, and so he does not want anything else to grow. As far as lies in his power, he is destructive of external objects. But if his powers fail him or, if he is unable to take revenge on others, his aggression turns inward; he becomes self-destructive. Suicide is an extreme form of aggression against oneself.

A Case History

Thus, aggression may express itself either towards external objects or persons, or towards one's own self. To illustrate these two forms of aggressive behaviour, I describe two cases of children in my clinical experience at the Child Guidance Centre.

Boy X was six years old. He was sent to a school by troubled parents as he was a nuisance in the street. Strongly built, he would quarrel with many children and beat them. The neighbours complained to the boy's parents, who got him admitted into the K.G. class at the age of five or so, and then into the primary section of the school.

At school, again, the child was destructive. He would fight with younger children, tear their clothes or beat them on the slightest provocation. He was disobedient and defiant to the class teacher, and at times, would harass her. When reprimanded, he would tear his clothes, fling his book or slate away, roll on the ground and try to break his head. (He was the son of an influential officer and the headmistress could apparently take no drastic step about expelling him from the school). He neglected his work and, though intelligent, made little progress in class work. He was restless and seemingly without the power to concentrate. Children were

afraid of him and he did not make any friends. He was lonely though everybody knew him.

The class teacher brought the child to me with his mother, who, though at first reluctant to come, did so at the insistence of the teacher—a progressive woman.

The case history of the boy revealed that he was an unwanted child. The mother was sophisticated and, by formal standards, educated. She had not wanted to marry at all and had wished to be a social worker. A home and children held no attraction for her. Unfortunately, she was forced to marry by her parents. After marriage she shirked household duties and did not wish to have children. But the child was born. He upset her plans for a social service career, and, therefore, became her enemy.

Let us consider these facts. The child was born of an unwilling mother who regarded him as more or less of an intruder. She disliked him intensely. I saw that the child longed to be near her, preferably in her lap, but she would set him aside or even push him away. During our talk on the first day, the child went to sleep and when it was time for them to go, she tried to wake him up. When I asked her to lift him up in her arms and take him away asleep, she protested: "What would people think of me carrying a sleeping child like that!" Her fear of public opinion was obviously a swift rationalisation. She proceeded to wake the sleeping child roughly and the boy, sobbing and rubbing his eyes, struggled along after her.

Happily, in later meetings, the mother grew more sensible and was induced to accept her child. The love denied him earlier was now given him gradually. The sense of rejection diminished and a sense of security was born in the child's mind. The teacher, for her part, was made to realise her function as a substitute parent, since the lack of affection in the child's home had to be corrected at school. The teacher took a personal interest in the boy, called him to her more often, and encouraged him with personal interest and affection, gave him toys or drawing books, talked to him like a mother and ignored occasional lapses of temper. In course of time the boy grew more settled, less aggressive and, it is hoped, he will be a normally adjusted youth in years to come.

Another Case History

The second case is that of a boy of about six years. He had occasional fits when he would fall on his back and hammer his head against the floor, with the result that there was a wound on the back of his head. He was nervous and withdrawn. The case history revealed that the father was short-tempered and a drunkard. He did not look after his family, bullied his wife and beat the boy, his only son. The child was frightened and insecure. He was angry with the father but helpless to retort, and his stored-up aggression, finding no other outlet, turned in upon himself. There was thus an unconscious tendency to destroy himself; hence the fits and the attempts to break his head. In an atmosphere of quarrels beating and bullying the child had a social climate surcharged with hatred and neglect. He was doubly hostile towards his father, because of his own security and the threatened loss of his mother.

The boy was put through various play sessions in the play-room. He was quite unresponsive at the beginning, but with the proper 'rapport' established, his aggression was released. He destroyed many toys and cut the neck of one animal, the tail of another and the leg of a third by crushing them between his teeth. He would throw away things here and there heedlessly and dance up and down the room with glee and a delight in destruction. Identifying me with his father, he threw water on me and mud from the sand tray, and did it again and again. He threw water on my table, spoiling some papers; then, climbing on the table, he clung to me. All this was allowed as the child's ambivalent attitude towards the father was evidently finding easy expression. He would use the toy gun freely and "shoot". Play of this kind released his bottled-up aggression, and the sense of acceptance which the child developed in my company gave him a new start in life. The follow-up with the parents was difficult, but worked in time.

These two cases illustrate the two predominant forms of aggression. Aggression in children is not born of an instinct of pugnacity, nor is it the inevitable result of animal vitality bursting to declare itself in fight. It is a behavioural symptom arising from certain environmental difficulties. Teachers must pay more attention to the individual child and not apply a common rule to all. Each pupil has his own developmental history; each pupil calls for special analysis and handling.

Uday Shanker

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I. SCHOOL BROADCASTING IN AUSTRALIA

THE early ideal of Australians to provide free, secular and compulsory education for children was in some ways easy to achieve, in a land where educational services grew with the community.

However this development from scratch, in widely separated settlements with different economic opportunities and political affiliations has left a legacy of problems which the introduction of broadcasting has helped to overcome.

When the Commonwealth of Australia was born in 1900 the responsibility for education was not one of the powers handed over to the authority of the Central Government. It was retained by each of the six States which united in Federation at that time and remains a State matter today.

The result is that there are six educational authorities in Australia, each applying their own systems and standards within their territorial boundaries. While there is substantial unity there are individual variations from state to state including the compulsory age for the commencement and conclusion of education. The majority of Australians, and consequently Australian schools, are situated in the Eastern States of Queensland, New South Wales, Victoria, Tasmania and South Australia. West Australians are isolated on the far side of an extensive tract of country where few people can and do live.

Within the States, especially Queensland, West Australia, and Western New South Wales, the necessity to carry education to every child means that a large proportion of schools are rural schools, many of them one-teacher schools with ten or 12 children of all ages. There are 1200 such schools in Queensland alone.

Where the demand for a one-teacher school is insufficient, the school comes to the children of the outback by post from the central coresspondence schools in the capitals.

This isolation is being overcome for, with the development of roads, there is a steady movement towards consolidation whereby a bigger school is established at a convenient centre and the children brought in by bus. Sometimes small primary schools remain and children are brought in to post-primary and secondary institutions.

This process is steadily reducing the percentage of small rural schools and bringing to more children the advantages of specialized teaching and the wider horizons of larger group activity.

The development of schools broadcasting, which began in Australia in 1934, enabled these benefits to be brought more quickly to all children in

every part of the country. In fact, considering Australia's divided educational control, great distances, the number of small schools and the isolation of children in some country areas, schools broadcasting has been able to make a special contribution to the homogeneous nature of the Australian people. And this, besides being a basic consideration in any educational system, is a matter of national concern.

Broadcasting in Australia

There are two kinds of broadcasting in Australia—the National Broadcasting Service of the Australian Broadcasting Commission, and sponsored programmes from commercial stations. The A.B.C. controls a network of 56 transmitters which provide a choice of two programmes in the capitals and adjacent areas and a composite programme through regional and short-wave stations throughout the whole of the remainder of the Commonwealth.

Through its various departments catering for the interests of young people the A.B.C. provides broadcasts for schools "kindergarten of the air"—a morning session for pre-school toddlers, and the "children's session" which takes the best type of radio entertainment into the homes in the early evening, catering in a graduated programme for all ages up to 16.

It may be asked how can one national broadcasting organisation cater for the diverse interests of six educational bodies. The answer is by a degree of cooperation between the broadcasting body and the educational authorities which makes school broadcasting in Australia somewhat unique.

A Federal School and Youth Advisory Committee consisting of the State Directors of Education and the Director of the Commonwealth Office of Education meets annually under the Chairmanship of the Commission's Director of Youth Education. (The Commonwealth Office of Education is a comparatively recent creation acting largely in an advisory capacity so far as the States are concerned). This body advises the A.B.C. upon its overall educational policy regarding broadcasts to schools with special attention to those programmes which are proposed for nationwide transmission.

Within each State there is a State Advisory Committee chaired by the Director of Education and consisting of representatives from government and non-government education authorities, the University and the Teachers' Unions. The Advisory Committees set up a number of sub-committees of specialist teachers to submit detailed plans, in close cooperation with the Commission's Youth Education Officers, for future broadcast programmes. Every programme for schools is finally approved by the Commission with the advice of practising teachers and educational administrators.

Continuous contact between the Commission and State educational authorities is maintained through Liaison Officers. In some States these officers are Inspectors or Headmasters charged with this special but part-time duty. But there is a growing practice, now extended to five states, whereby one or more teachers are seconded by the Educational Department to the Commission. These officers are paid by their Department but work at the

Commission's Offices. They concentrate upon evaluation of the broadcasts in the classroom and they take a prominent part in the planning of programme.

Listening Audience

In 1935, a year after schools broadcasting first began under the direction of Mr. Charles Moses, now General Manager of the A.B.C., there were 760 listening schools. This number has risen steadily each year, with some not unexpected tapering off during the war years, until today listening schools throughout Australia are estimated to number 7,682—about 74 per cent. of all Australian schools, with 90 per cent. of schools listening in Victoria and South Australia and 97 per cent. in the State of Tasmania.

The broadcasts are programmed for one hour daily, divided equally between the morning and afternoon. The average weekly broadcasting time available to schools in each State is eight hours and the proportion of National to State programme is one to three.

The present programmes on the Australia-wide network are:

Health and Hygiene	—	Primary
The World We Live In	—	Post-Primary
French for Schools	—	-Secondary
Music Through Movement	—	-Infants

Within each State the main programmes are:

Singing	—	Primary
Literature	—	Primary & Secondary
Social Studies and/or History /Geography		Primary & Secondary
Nature Study		Primary
Music Appreciation		Primary & Secondary

In addition there is a wide range of other sessions, particularly in the State programmes, which offer an extensive field for experiment and for the exchange of ideas and criticism. The policy of the Commission is that school broadcasts should be supplementary to the work of the classroom. They are designed to enrich the curricula of the schools, and to bring them personalities, talents and facilities which otherwise they might not receive.

From this indication it can be seen that although programmes are devised at both primary and secondary levels there is greater concentration at the primary level to meet the needs of children aged ten to 14. The more rigid organisation of secondary schools, under examination pressure, makes listening more difficult. Solutions to this problem are sought in several ways. Programmes are arranged in small groups with each broadcast a complete unit so that selective listening is possible. Programmes of high and original quality sometimes based upon the fruits of original research, provide an incentive that overcomes the difficulties of listening. And finally, the larger schools are being encouraged to use tape recorders thus making broadcasts available to classes at individually suitable times.

Costs and Organisation

As the broadcasting authority, full financial and professional responsibility for school programmes is borne by the A.B.C. The Youth Education Department in each State forms an administrative and production unit. Its staff constructs programmes in cooperation with the planning committees, selects

and rehearses the script writers, publishes the programme booklets, some 400,000 of which have been distributed in 1953, and produces the broadcast in the studio. Script writers are paid at market rates. A specialised staff is employed, and the best acting and musical talent is engaged. The result is professional radio adapted to a very specialised audience.

The Commission's financial obligations end with the transmission of programmes and the publication of programme booklets. The education departments are subsidising the purchase of receivers, applying minimum standards of efficiency, and installing and maintaining school radio equipment. They are subsidising the purchase of booklets and assisting with their distribution but they make their greatest contribution to the success of school broadcasting by the provision of the seconded liaison officers. These seconded liaison officers are at once the most original and one of the most significant features of the Australian system. Through such cooperation a delicate balance is maintained between teacher and broadcaster, avoiding the danger of overdoing the entertainment at the expense of education or, conversely, ruining the entertainment by too much pedantry.

The future improvement of Australian school broadcasting will lie within the broadcast script and the Teachers' College. Increasing numbers of lectures and demonstrations are being conducted in Teachers' Training Colleges and at District Teachers' Conferences. In one State a special course in school broadcasting can be taken for the Bachelor's Degree in Education.

Occasional Vacation Schools are conducted by the Commission and Education Departments in cooperation.

School broadcasting has become accepted as an integral part of Australian education.

Importance of Broadcasting in Rural Areas

Schools broadcasting, important enough in the cities and larger schools, acquires even greater significance when considering its benefits to individual pupils and small schools scattered throughout the areas of marginal population in Australia.

Look first at the children who learn by post. The State Correspondence Schools organise the education of children in scattered homes, and incapacitated children all over Australia.

Special broadcast sessions, in addition to regular school broadcasts, have been devised to bring the Correspondence School teachers into more direct contact with their pupils. They also serve as a link between the regular school programmes and the teacher-less child who must rely on the guidance of an already over-worked parent supervising correspondence lessons.

And for the many small one-teacher schools broadcasting brings variety and knowledge beyond what can be expected of one teacher. It also brings skills such as singing, musical accompaniment where instruments are rare, and dramatic presentation impossible under rural school conditions.

The Southern Circle, Madras

The Southern Circle, Madras, has carried out an extensive programme of conservation work, structural repairs to the various temples. More than 100 monuments were added to this circle as a result of the merger of Pudukkottai State with the Tiruchirapalli, and inspection of all the important monuments has been completed and in many cases first-aid repairs have been done. Similar work has been undertaken in the South-Eastern Circle and the Western Circle.

Excavation Branch, New Delhi

The Excavation Branch, New Delhi, has concentrated on locating the material remains of the so-called Dark Age of Indian History. Surface surveys by the Department in Bikaner have been carried out between January and March this year. The programme was tackled by spade work and a 60-foot high mound near Rupar in Ambala district was partly dug up.

Northern Circle, Agra

Special repairs to the Taj, implementing the recommendations of the Expanded Advisory Committee appointed in 1943 for the restoration and conservation of the Taj Mahal at Agra continue to be made.

Cultural Activities

The Indian Council for Cultural Relations, Delhi, has given some financial assistance to Shri Dilip Kumar Roy and his daughter-disciple, Shrimati Indira, to give performances of Indian music in the U.S.A. and European countries.

Mr. P. K. Dutt of N. R. Sircar Medical College, Calcutta, was selected as a student delegate to the New York Herald Tribune Forum held in March, 1953.

A set of 48 books was purchased on behalf of the Department of International Studies of the Massachusetts Institute of Technology and sent to the Education Secretary at Washington for transmission to the Institute.

Funds amounting to Rs. 1,092/8/- have been provided for purchase of Hindi Books for presentation to the Universities of Oxford and Cambridge.

A sum of Rs. 2,100 has been sanctioned in connection with the inauguration of the Indo-Egyptian Foundation by the Embassy of India in Cairo during the Month of March, 1953.

The Iranian Ballet, brought to India by Madame Nila Cook, has been given financial assistance of Rs. 10,000 from the funds of the Indian Council for Cultural Relations. After giving performances in Bombay and Calcutta, The Ballet came to Delhi and gave its first performance on May 22, 1953. From here it moved on to other principal cities of India.

Under the scheme of financial assistance to persons distinguished in letters, arts, etc., who may be in indigent circumstances, aid in the shape of a lump sum grant and/or allowances will be sanctioned by a committee consisting of the Prime Minister, the Minister for Education and the Finance Minister. So far, assistance has been sanctioned and paid to three persons while hundreds of applications are under examination.

The scheme of Presidential Music Awards inaugurated last year was approved as an annual feature. In March, 1953 the awards were given to four more distinguished musicians chosen from all over India on the advice of the National Academy of Dance, Drama and Music.

Besides other grants, grants totalling Rs. 12,350 were given to two institutions for the translation and publication of 'granths' on music. A grant of Rs. 5,000 was made towards the Children's Paintings Exhibition.

Jaipur House, New Delhi, has been secured for setting up a National Art Gallery.

Five scholarships for survey of, and research in indigenous arts in selected areas, were sanctioned. Provision has been made in the current year's budget for more such scholarships.

To augment cultural activities in India and abroad, a provision of Rs. 24·12 lakhs has been made in the budget for 1953-54 in addition to the usual provision made for such work.

Delegation from Kabul

After participating in the Unesco Seminar on Compulsory Education held at Bombay in December, 1952, the delegation of three headed by Dr. Abdul Kayeum, President of Teachers Training Institutions, Kabul visited Delhi where it stayed from 25th December, 1952 to 6th January, 1953.

Recruitment of Indian Teachers for Foreign Institutions

Mr. R. A. Snoxall, Deputy Director of Education, Government of Uganda, came to India in January, 1953 and stayed till about the latter part of February, 1953 to select Indian teachers for service in the Protectorate Government. The Education Departments in the various State Governments assisted him in the final selection of teachers.

Five Indian teachers have been selected for service in Afghanistan and they are likely to leave India for Afghanistan shortly.

Scholarships for the Study of Indian languages in Central Universities

It has been decided to institute at each of the Central Universities of Delhi, Aligarh, Banaras and Visva-Bharati, with effect from the current academic year, two prizes of the value of Rs. 500 and Rs. 250 respectively for the study of Bengali, Canarese, Marathi, Malayalam, Tamil and Telugu.

Gift of Radio Sets from Norway

Out of the 105 Radio Sets offered to India by the Norwegian National Commission through Unesco, 21 have already been received. The remaining sets are on their way to India now. These sets will be distributed to schools in Delhi State.

Education Sections Abroad

An Education Section has been set up in the Indian Commission, British East Africa, Nairobi for work relating to cultural activities in that country, and another is being set up in the Legation of India, West Germany, Bonn, to look after the welfare of students and trainees sent to that country under the Indo-German Industrial Cooperation Scheme.

History of Freedom Movement in India

The Government of India have set up a Board consisting of nine members in connection with the compilation of the History of Freedom Movement in India. The Board met for the first time in January 1953 when the Prime Minister and the Education Minister addressed it. The Board is expected to take three years to complete the work, the first two years in collecting and sifting the material and the third year in drafting the History.

Indological Research

The Committee of eminent scholars set up to advise the Government in the matter of co-ordinating plans of Indological Research and of sanctioning grants to institutions conducting such research met on March 3, 1953 and made its recommendations, which are under the consideration of the Government.

National Archives of India

This Department is concerned primarily with the custody, care and preservation of the records of the Government of India and with making them available for administrative reference and historical research. The Department also secures microfilm copies of documents of Indian interest from foreign repositories.

53 reels covering 9,15,000 pages of the Dutch East India Company's records between the years 1677 and 1693 and five reels of 18th century documents covering 10,000 manuscript pages from the Bibliotheque Nationale, Paris, have been secured.

A collection of manuscripts of the late Mrs. Sarojini Naidu was purchased. Altogether 3,04,388 files and 250 films were listed during the period under review. Besides, 4,117 files of the Central India States Agency and about 1,000 other documents were listed with some indication of their contents.

The repair services was also utilised by several Government and private agencies. 37 sheets of Gandhiji's letters and 319 sheets of Tagore's writings were also repaired by special process.

Microfilming was undertaken on behalf of the Government and outside agencies and private individuals. Special mention may be made of letters from the Secretariat of the Vice-President of India, two letters exchanged between Gandhiji and Tagore and some news items and letters in the Railway Centenary Exhibition.

The 29th Session of the Indian Historical Records Commission was held at Bhopal from 10th to 12th February, 1953. Among resolutions of important archival matters, the most significant was the one which recommended that the Government of India should set up a Committee of Experts representing archives, library and museum interests to study problems of protection of cultural properties during an armed conflict.

An Exhibition of historical records, manuscripts, seals, photographs and paintings, was organized by the Government of Bhopal in connection with the session of Indian Historical Records Commission where exhibits from the National Archives of India and from other sources were displayed.

National Library

Heirs to the late Sir Ashutosh Mukhopadhyaya added to the munificent gift of their father's magnificent Library already made to this Library, by about 7,000 standard books.

National Museum

In February, 1953, the National Museum arranged to exhibit illustrated painted pottery, etc. for the most part belonging to the Kushan period found in Bikaner by the Swedish Archaeological Exploration party.

Physical Education

A meeting of the Advisory Board of Physical Education and Recreation took place in February, 1953, when a Sub-Committee was appointed to make a survey of the existing arrangements of these activities in the country and to suggest means for their improvement.

Steps were taken for Research in Yoga by giving a grant of Rs. 10,000 to the Yoga Research Institute at Lonavala, Poona.

Blind Welfare

During 1952-53 the Government of India awarded 11 scholarships to blind students for post-school studies. The cost of these scholarships was shared equally between the States and the Central Government.

An expert from the United Nations visited India with a view to recommending to the U. N. the type and extent of assistance they can give in the establishment of an International Blind Welfare Centre at Dehra Dun.

Youth Welfare

Shri G. D. Sondhi, Honorary Adviser to the Government of India on Youth Welfare, joined the Ministry on 15th April 1953. Model schemes on Youth Welfare are being worked out regarding 'Manual work and Labour Service by students and Compulsory Physical Education in schools and colleges.

Indian National Commission for Cooperation with Unesco

The interim Indian National Commission for Cooperation with Unesco which was set up in 1949, has now been converted into a permanent commission. It is an advisory body to the Government of India in matters relating to Unesco, and will also serve as a liaison between Unesco and the institutions working for the progress of education, science and culture.

It is proposed to organise important seminars on problems like workers' education, free and compulsory education, methods of education for world citizenship, teaching of foreign languages, popularization of science, translation of Indian classics, circulation of Unesco exhibitions.

For the financial year 1953-54 a provision of Rs. 1,70,000 has been made for the Indian National Commission and implementation of Unesco programmes in India. The Indian National Commission has been actively associated with a project on the study of various aspects of social tensions. The Steering Committee which met in February reviewed research work already done by various teams for financial assistance.

Training of Specialists for International Service in Fundamental Education

The Ministry of Education in consultation with the Head of Fundamental Education Division of Unesco has accepted Unesco's proposal for locating in India a Centre for training in Fundamental Education. The centre will be established at Mysore. Apart from the fellows from European countries, there will be two Indian specialists in the Centre. It is expected to start work about October this year. All expenses of the centre will be borne by Unesco.

Unesco Seminars

The Government of India have provisionally decided to participate in the Unesco Seminar on (1) the "Use of Visual Aids in Fundamental Education", and (2) the "Teaching of Modern Languages". The first of these will be held in Sicily during September-October, 1953 and the second at Nuwara Eliya, Ceylon, in August, 1953. The State Governments and universities have been invited to nominate participants in the seminar.

Seminar: Gandhian Outlook and Techniques

A verbatim report of the 'Gandhian Seminar' held at New Delhi between the 5th

and the 17th January, 1953, has been published under the auspices of the Ministry of Education. 1,000 of the 4,000 copies published are on Indian hand-made paper. Photographs of Mahatma Gandhi and of delegates to the Seminar appear at various places in the publication.

Price:
Hand-made Edition—Rs. 6/12/-.
Ordinary Edition—Rs. 3/12/-

It has been decided to print another publication of proceedings of the "Seminar on the Contribution of Gandhian Outlook and Techniques to the Solution of Tensions within and between Nations". Unesco has already agreed to publish the conclusions and recommendations of the Seminar as their publication.

FIVE-YEAR PLAN OF EDUCATIONAL DEVELOPMENT

Basic and Social Education

(1) Of the five schemes already outlined, two, namely, Intensive Educational Development in a selected area in each State and Educational and Cultural Improvement Experiments were initiated. These schemes are designed to work out techniques of Basic and Social education from the primary to the post-graduate (training) level and to establish a set of model institutions in selected areas. Grants-in-aid totalling about Rs. 60 lakhs were sanctioned by the Central Government for these two schemes during 1952-53.

(2) A circular letter was sent to all State Governments for submission of proposals by them in accordance with the objectives and purposes of the various schemes and sub-schemes. The main schemes, which are to be implemented by the State Governments and the Central Government, are as follows:

(1) Intensive Educational Development in a selected area in each State.
(2) Improvement of Secondary Education.
(3) Development of Audio-Visual aids, production of Basic and Social Education literature and propagation of Hindi.
(4) Grants to States for cultural or educational improvements and experiments.
(5) Education of Delinquents.
(6) Grants to voluntary organisations for cultural or educational improvements and experiments.
(7) Promotion of Youth Welfare.
(8) National Fundamental Centre.
(9) Bureau and Text Books.
(10) National Central Library.
(11) Centre for Adult Blind.
(12) Pre-school Education.
(13) Vocational guidance.
(14) Model Basic Schools in Urban areas.

(3) The Committee set up under the scheme of direct participation by the Central Government in the administration and supervision of Delhi State's schemes of Basic and Social education envisaged in the Five-year Plan, discussed ways and means of establishing a set of basic and social educational institutions in Delhi State which could serve as a model for other States.

Secondary Education

(1) The Commission on Secondary Education has already completed its tour of the country and its report is expected to be completed by June, 1953.

(2) A Summer Camp for Headmasters has been arranged at Taradevi, Simla from May 17th to June 27th, 1953, with a view to helping Headmasters all over the country to exchange ideas and discuss common problems.

Popular Encyclopaedia Committee

The measures which should be adopted to hasten the preparation of the People's Encyclopaedia were discussed at a meeting of the Popular Encyclopaedia Committee held at New Delhi on 26th March, 1953.

Training Course by Unesco

In the field of Social education, two training courses in the production of book-illustration, filmstrips, pictures, charts and literature for neo-literates were arranged by Unesco in association with this Ministry. These were of the duration of three months and were held at the Central Institute of Education, Delhi, for the States in Northern India and at Mysore for the Southern States. About 50 persons in the category of artists, photographers and writers who are generally engaged in Social education work have participated. Expenditure in connection with the purchase of equipment,

materials, etc., has been borne by the Ministry of Education. Unesco provided the services of four experts—two Indians and two foreigners—and also the use of equipment required for the course.

The Report on Social Education in India from 1947 to 1951 has been prepared and is being examined for publication.

The Ministry of Education have been helping the Community Projects administration in the formulation of their educational programmes in the Community Project areas, and particularly in the scrutiny of the educational budgets of the Community Projects in the States of Bombay, U.P., West Bengal, Punjab, Bihar, Orissa, Delhi, and Madras etc.

A short course was organised in educational statistics—the fourth in the series of courses—for the benefit of officials working in State Governments, universities, institutions, etc., from whom the Ministry of Education collect statistics. Seventeen officials from the various States participated in the course which lasted from the 28th March to 2nd May, 1953. In addition to instructional and practical programmes, ten lectures by distinguished persons were arranged.

The following priced statistical publications/pamphlets have been recently brought out:—

(a) Libraries in India, 1951 (Rs. 8/12/-),

(b) Education in India 1948-49 (Rs. 11/4/-),

(c) Education in the States of the Indian Union, 1949-50 (Rs. 4/14/-), and

(d) Institutions for Higher Education in India, 1953 (Rs. 1/6/-).

Publications

In the last three months the Publications Section of the Ministry has brought out "Gandhian Outlook and Techniques", a verbatim report of the 'Gandhian Seminar' that took place in January this year. It has also published "The Single Teacher School" by J. P. Naik; "Directory of Universities and Other Institutions of Higher Learning in India—1951-52" and "Higher Education in India"—a Handbook for Overseas and Indian students.

It has under publication—"The Training of Educational Administrators"; and "A Provisional List of Technical Terms in Hindi for Secondary Schools".

The March number of "The Education Quarterly" appeared in the first week of March.

The Sales organization of this Section has continued to expand and monthly receipts have increased beyond all expectations. Advance publicity, reviews and sales publicity have greatly improved the market for publications of the Ministry.

The Lakhani-Pires Appendix of "The Report on the Productive Aspects of Basic Education" has been cyclostyled and issued to persons interested. Cyclostyled copies have also been made of "Significant Features of Reports submitted by various countries at the 15th International Conference on Public Education" held at Geneva in July, 1952.

The sale of Bureau publications for the months of February, March and April, 1953, has been as follows:—

	Copies.
Teachers' Handbook of Social Education ...	316
Writing Books for Adults ...	264
Scholarships for Scheduled Castes, Scheduled Tribes and Other Backward Classes ...	254
Directory of Universities and Other Institutions of Higher Learning in India ..	117
The Single Teacher School ..	172
The Education Quarterly (casual sale) ..	35
Fresh Annual subscriptions to the Quarterly ..	28
Miscellaneous Publications ...	128

National Board for Audio-Visual Education

The Ministry of Education has set up a National Board for Audio-Visual Education to advise the Government of India on the development of audio-visual education in the country. The Board consists of 11 members and its first session was inaugurated at New Delhi by Dr. S. S. Bhatnagar, Secretary, Ministry of Education, on May 6th 1953.

The Board recommended the setting-up of a small nucleus unit in the Ministry of Education to undertake research in the technique of producing useful educational charts, posters and other non-projected visual aids as models for State governments

and private concerns. It also recommended the setting-up of State Visual Education Boards and the publication of periodicals giving information concerning audio-visual education in India and abroad. The Board also selected topics for children's entertainment and educational films to be produced by the Government of India in the Ministry of Information and Broadcasting.

Libraries

A successful Exhibition of Children's Literature was held at the All-India Fine Arts and Crafts Society Hall at Parliament Street, New Delhi, between April 6th and April 14th. In all, 15,213 children and adults visited the Exhibition.

The 3,500 books on display were obtained chiefly from the Central Educational Library and were supplemented by foreign Embassies at Delhi and by such organizations as the United States Information Services.

Film shows screened by the Audio-Visual Aids Section of this Ministry drew large crowds of children every evening. Paintings by children, divided like books, into age-groups—three to six years, seven to 12 years and 13 to 16 years, were a special source of interest to children and teachers.

In addition, there were booths of three-dimensional and other unusual publications—"The Story of a Book", that traced book development from the Mohenjodaro tablet to the modern printed book; a "Model Children's Library" and "Books for Children in Hindi and the Regional Languages of India".

Several requests that this Exhibition should be made mobile and tour the important cities of India, are being considered. The Exhibition will be an annual event and may be mobile from next year.

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A Convocation for the award of Diplomas in Library Science to successful candidates of the first Library Training Course run in 1951-52 by the Ministry of Education, was held on the 7th May, 1953.

Central State Scholarships Scheme

Under the scheme one scholarship is generally awarded annually to a student of Part 'C' and 'D' States for study abroad in a subject for which adequate facilities do not exist in this country.

Overseas Scholarships Scheme

The Scheme was further modified in 1952-53 and is now restricted only to teachers of universities and other comparable institutions. The object of this Scheme is to train teachers of universities and other institutions to enable them to raise their standard of instruction and research in the country.

21 teachers have so far been sent abroad for training. The Scheme has been sanctioned for a period of three years in the first instance with effect from 1952-53. Selection for the award of scholarships under the Modified Overseas Scholarships Scheme 1953-54 has been made and 24 teachers of Universities and comparable institutions have been selected for study abroad.

Federation of British Industries Scholarships Scheme

The Federation of British Industries in 1952-53 offered seven scholarships tenable for two years for practical training in industries of Indian nationals in the United Kingdom. The Government of India will contribute £200 per trainee towards the maintenance allowance of the candidates in the U. K. The Federation of British Industries awards scholarship of £600 for the entire period to each candidate. Two candidates have so far gone to the U.K. for training under the scheme.

Under the Colombo Plan certain scholarships and fellowships were allocated to the Ministry of Education for which this Ministry made selection of candidates as follows:—

(a) **Government of Australia 1952 Offer:** 34 scholarships were allocated. Ten of the selected candidates are at present in that country.

(b) **Government of Australia 1953 Offer:** Five scholarships/fellowships were allocated and the scholars selected are at present in that country.

(c) **Government of the United Kingdom 1952 Offer:** Nine scholarships/fellowships were allocated of which two scholars are at present in that country.

The Ministry of Finance (Department of Economic Affairs) are preparing a Technical Training Requirements Plan, which will

include demands of all the Ministries and State Governments for 1953, for the next two to three years. The requirements of this Ministry for 1953, received from educational institutions in India, have already been forwarded. A few more requirements in regard to certain educational administrative subjects have yet to be sent.

Scholarships to Foreign Nationals for Studies in India

Under the Colombo Plan, the Government of India offered 55 scholarships in 1952-53 to the neighbouring countries of South and South-East Asia under the Technical Cooperation Scheme (Colombo Plan). Of these 20 scholarships have been utilized.

For 1953-54 Scheme, 20 scholarships/fellowships have been offered to various South and South-East Asia countries under the Colombo Plan in Technology and Professional subjects. Applications for these scholarships are being received in the Ministry.

Point-Four Programme: 16 scholarships/fellowships were allocated to the Ministry of Education in 1952-53 for which this Ministry made nominations on the recommendations of the universities and State Governments. So far 11 of the selected scholars have left for the U.S.A.

Indo-German Industrial Cooperation Scheme: Under the Indo-German Industrial Cooperation Scheme the Federal Republic of West Germany offered 50 from studentships for post-graduate studies in German universities/institutions.

50 candidates were selected, of whom 33 have left for West Germany. The remaining 17 scholars are expected to leave for West Germany shortly.

Against 100 seats for training in industries, 48 candidates have left for Germany and 23 more are expected to leave shortly.

As a reciprocal measure, the Government of India offered ten fellowships to German nationals for the study of Indian languages, religion and philosophy at Indian universities/institutes. Out of these ten German fellows, nine have arrived in India and joined the institutions concerned.

General Cultural Scholarships Scheme: In pursuance of their desire to promote cultural relations between India and foreign countries and to provide whatever educational facilities are available in India to students of countries which are not so well-equipped in this respect, the Government of India devised in 1948 a General Scheme for the award of 70 scholarships every year to Indian and indigenous students from certain Asian, African and other Commonwealth countries. Encouraged by the results of this Scheme, the number of scholarships was raised from 70 to 100 during the year 1952-53.

French Fellowships Scheme: Since the year 1945 the French Government have been awarding every year scholarships to Indian students for study in France. As a reciprocal gesture of good-will, the Government of India sanctioned an *ad hoc* scheme to award nine fellowships to French scholars for teaching and doing research at Indian universities for a period of two years commencing from the year 1950. At the request of the French authorities for the renewal of the fellowships schemes for French scholars in India, the Government of India have decided to award six fellowships during the year 1953-54 to suitable French graduates for research and teaching in Indian universities.

United Nations Social Welfare Fellowships

The Government of India have been participating in United Nations Social Welfare Fellowships programme since its inception in 1947. In 1952, 35 to 40 fellowships and 10 to 15 scholarships were offered to India. It is anticipated that in 1953 also the same number of fellowships and scholarships will be offered.

The following schemes are under consideration of the Government of India

(a) Establishment of an International House at Delhi for foreign scholars and other visitors from abroad;

(b) Scheme for the award of reciprocal cultural scholarships to foreign students for studies in India of the countries who are offering scholarships to Indian students for studies abroad and financial assistance to Indian students going abroad on foreign scholarships;

(c) Scheme for the award of scholarships to Indians for specialisation in foreign languages in the countries concerned;

(d) Government of India Scholarships to Scheduled Castes, Scheduled Tribes and Other Backward Classes.

These scholarships are tenable in recognised institutions in India imparting post-matriculation education.

During the year 1952-53, 6,018 scholarships were awarded against a total grant of Rs. 30 lakhs. A provision of Rs. 40 lakhs has been made for 1953-54. The last date for the receipt of applications in this Ministry for 1953-54 scholarships is 31st July, 1953. It is hoped that this provision may be raised to Rs. 50 lakhs.

Training in Graphic Art and Allied Technology

A scheme of training in Graphic Art and Allied Technology including the establishment of Printing Schools prepared by the Board of Studies in Applied Art, was discussed at a Conference of the Principals of Art Institutions in the Country and the representatives of the Applied Art Board. The Conference approved a pattern of art education on a national basis and recommended it for adoption by all art institutions.

All-India Council for Technical Education

The reconstituted Council met once during the period under report and approved the following courses of studies on the recommendations of the various Boards of Technical Studies:

(a) National Diploma Course in Leather Technology.

(b) National Diploma Course in Chemical Technology.

(i) Paints, Pigments and Varnishes.

(ii) Pharmaceuticals and Drugs.

(iii) Plastics and Elastometers.

(iv) Oils, Fats and Waxes.

The Council considered the recommendations of the Conference on Graphic Art and Allied Technology and directed that National Diplomas and Certificates in Applied Art be awarded to students who have studied in recognised institutions and have passed examinations approved by the Council.

The Council recommended that four regional centres be selected for the establishment of Printing Schools with the active participation of the State Governments concerned and the Printing Industry. As a result of the discussion of the Seven-Man Committee with the Planning Commission, the Commission had agreed to increase the provision for new schemes relating to technical education by another two crores of rupees. Two expert committees under the Chairmanship of Dr. S. S. Bhatnagar and Mr. Kasturbhai Lalbhai respectively were appointed to prepare (i) a detailed plan for the development of facilities for research work and post-graduate studies and (ii) schemes to be undertaken in co-operation with industry.

Refresher Conversion Course for Architects

At the instance of the Board of Technical Studies in Architecture and Regional Planning, the Central Government in cooperation with the Government of the Punjab have organised at Chandigarh a Four-Month Refresher Course for architects and town planners sponsored by the Central and State Governments and the Indian Institute of Architects.

Establishment of Board of Assessment

With a view to securing uniformity in the matter of recognition by the Central and the State Governments, a Board of Assessment of about seven members is being set up under the aegis of the All-India Council for Technical Education to examine the standards of technical or professional qualifications and to advise what recognition, if any, should be accorded for the purpose of recruitment to Government services.

Indian Institute of Technology, Kharagpur

For the third session commencing from July, 1953, it is proposed to admit 378 under-graduate and post-graduate students in the various courses.

Indian Institute of Science, Bangalore

During the year 1952-53 the Institute was paid a non-recurring grant of Rs. 22,23,000 and a recurring grant of Rs. 17,12,000. In addition, a loan of Rs. 2 lakhs for the construction of the students hostel was also paid.

Grants and Loans to Universities and Engineering and Technological Institutions under the Schemes started on the recommendations of the All-India Council for Technical Education and the Scientific Manpower Committee.

A sum of Rs. 88,87,000 has been spent as non-recurring and recurring grants during the financial year ending March, 1953 while a sum of Rs. 9,52,000 has been paid in the form of loans to Universities and Institutions.

Practical Training Stipends and Research Scholarships

During the financial year ending March, 1953, a sum of Rs. 10,65,000 has been spent in the award of practical training stipends and research scholarships to students.

WANTED: GOOD BOOKS FOR CHILDREN

READING without tears and, indeed, with laughter or with absorption so deep that nothing can distract a child from the printed page, has to be seen to be believed; but those who attended the Exhibition of Children's Literature organized at New Delhi by the Central Ministry of Education between April 4th and 13th, had just this opportunity. Hundreds of children could be seen between 3-8 p.m. on school days and between 9 a.m. and 8 p.m on holidays pouring over books and manuscripts with the delight with which children are reputed to play with dangerous missiles or to destroy their parents' most cherished gadgets. This is the first thing of its kind that Delhi has seen, and it has borne out all the expectations of exponents of good books for children since the revolution in child literature began. Over 15,000 children attended the Exhibition. None of them appeared bored: most of them were fascinated.

Paintings—Manuscripts—Decor

Whether books alone would have held them is a question that must be put to the test, for this Exhibition was composed not of books only (though there were 3,500 of them) but of paintings and manuscripts by children, of decor in green and black, red, blue and orange of plodding elephants and romantic palaces, many-coloured streamers, balloons and bunting, photographs and coloured prints. There were children's films screened twice a day, and wildly popular with all age-groups. There was a special feature—"The Story of a Book"—arranged by the National Archives of India, that traced the evolution of the book from Mohenjodaro, through birch bark and plam—leaf manuscript, the introduction of paper in the Middle Ages and then through illuminated manuscripts down to the first printed books of the country in the 16th century. There was a model Child's Library and all the little dramatic tricks that beguile children, including Nursery Rhymes with catchy tunes played on a gramophone.

But the interesting thing about this Exhibition was that when the music and the shouting had died down and when decor, paintings and prints were mere memories, or familiar things taken for granted, the *child went back to his book*. To him the book was the thing. In these ten days, the children of Delhi felt and demonstrated their enchantment in the world of good books that had been opened to them.

Age-Groups

The great majority of the books were in English, because the Exhibition was intended to display good books, and the best that we have in India today are still in English. These fell into three big age-groups, 3-6 years, 7-12, and 13-16. For an average child of almost any age-group, the books for the 3-6 year-olds were probably more fascinating to look at than any others displayed. This group included such treasures as Brunhoff's "The Story of

Babar, the Little Elephant", and its sequels rendered from the original French into English in a Methuen edition; "Fairy Folks Picture A.B.C."; Nursery Rhymes with pictures, simple and elaborate; "The Story of China" by Chi Tsui; "Learning to Read" by Irene Martyn and so on. All these are well produced books. Indeed, their production alone would have justified their display at an Exhibition of good books, but the wisdom of their choice was confirmed by the fact that hundreds of small children had to be torn from them as late as 8 o'clock at night with much cajolery and some coercion.

Creative Children

The 7-12 age-group provided educationists with most food for thought, more especially on the strides that children of this group make creatively and in the uncanny power to observe. Shades of the prison house of Convention have not yet closed upon this child. He is still spontaneous and vivid. He chooses a subject for painting, for instance, without yielding to teacher influence, and executes it with daring and originality. He reads a book because he enjoys reading it.

Each group had, above the books displayed, paintings pertaining to it. There were 16 paintings in the 3-6 group, 94 in the 7-12, and 28 in the 13-16. These figures, incidentally, reflect comparative artistic fertility. Good examples of child skill existed in the 3-6 age-group and there were instances of mature work in the highest group of all. But among the children between 7 and 12 were examples of imagination and finish in execution that arrested adult attention. For both manuscripts and paintings, the 7-12 year booth was a commentary on child powers that the teacher can exploit in this age-group, and ground for speculation on the speed at which these powers should be allowed to develop at this stage of growth.

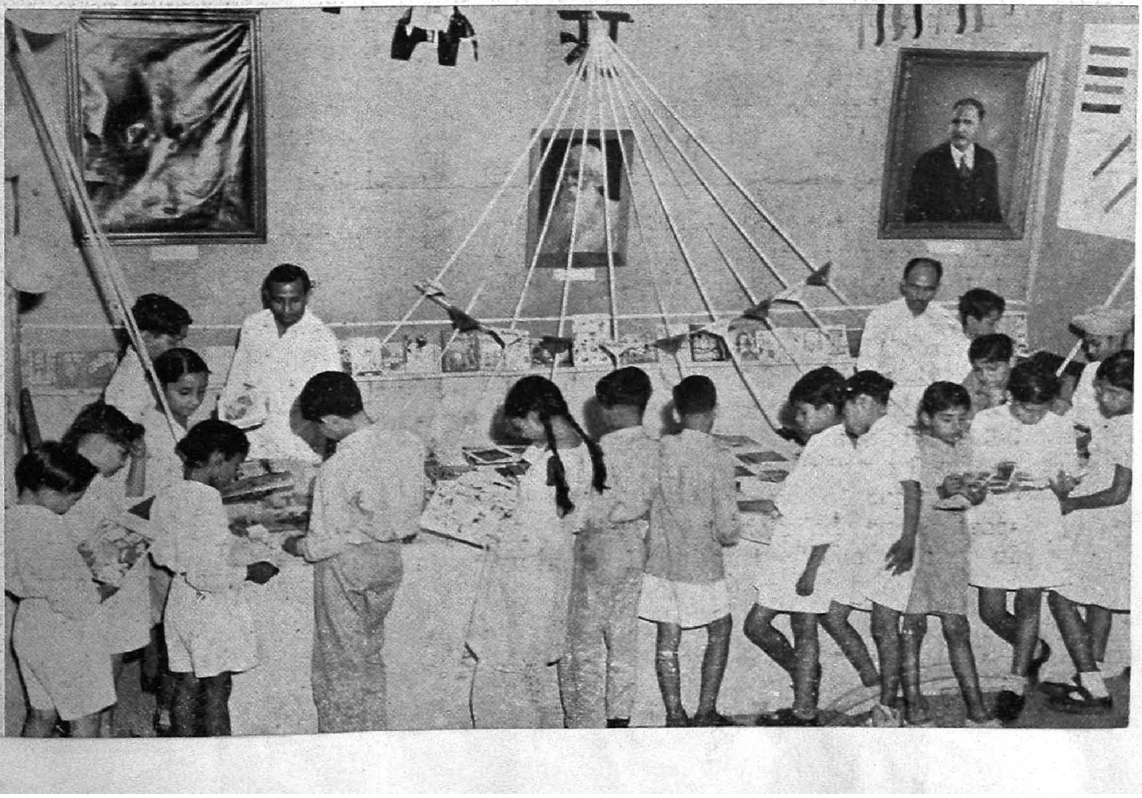
Books at the booth were almost as interesting to explore as painting was to observe, for they included such varied writing as "Russian Fairy Tales" rendered into English, the Australian Child Classic—"We Of The Never-Never"; "The Basic Science Education" series by Bertha Morrison Parker, "Folk Tales From Scotland"; "The Story of Gandhiji" by Gertrude Murray; "The Story of Jawaharlal" by Shakuntala Masani—and such old favourites as Kingsley's "The Water Babies" and Maeterlinck's "The Blue Bird".

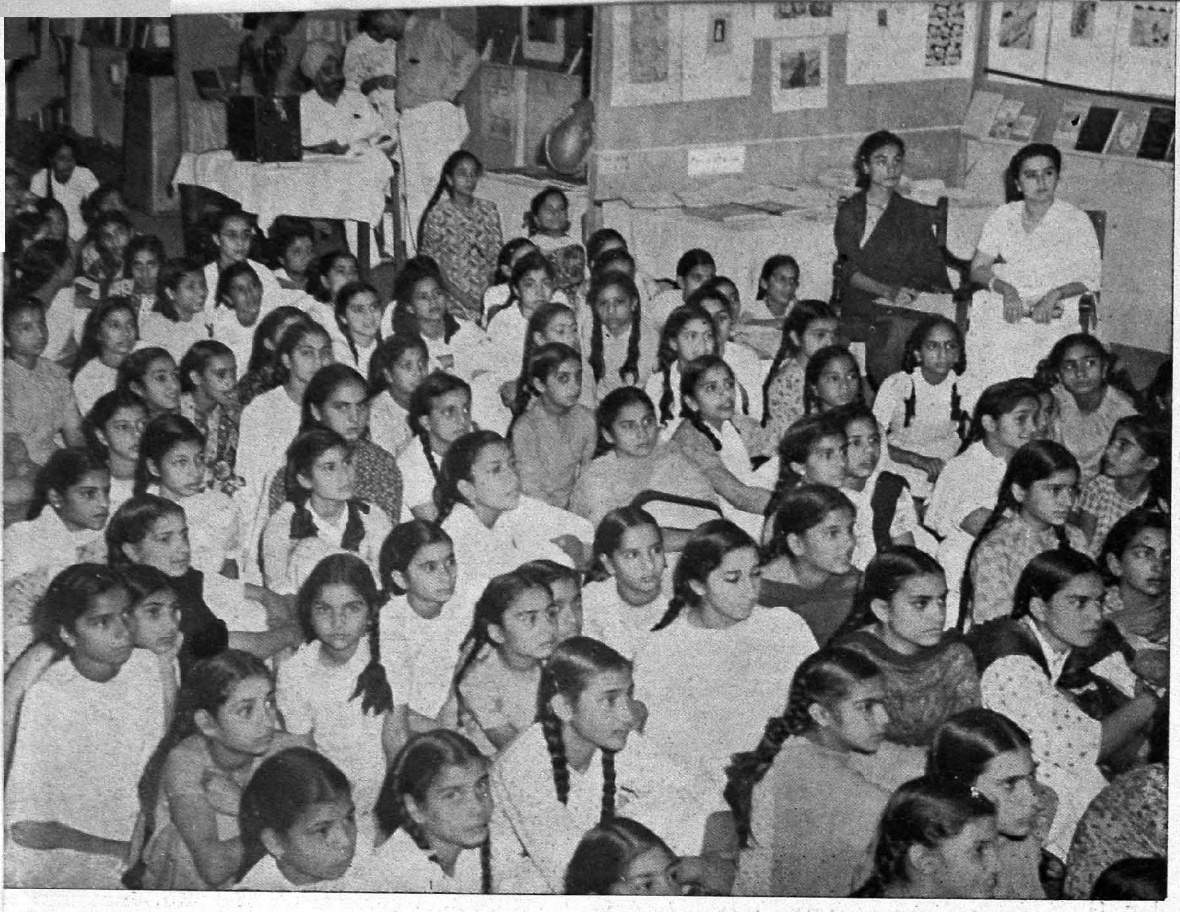
Catering for the Adolescent

As one travelled down the booths of the Exhibition, it became clear that learning grew less pleasurable as it moved away from infancy into and beyond adolescence. There are evident reasons for this. Unlike the child, the adolescent does not require to be "protected" from difficulties, that are a challenge to ingenuity, determination and poise. Indeed, this booth was a source of some satisfaction to the teacher who still believes that instruction is a more vital part of education than the discovery and exploitation of originality. There were informative books for the scientist-in-bud, and fairly advanced biography and sophisticated literary classic for the arts-students. One found such things as "Your Telephone And How it Works", but one also found the American child classics "Little Men"

Dr. S. S. Bhatnagar, Secretary, Ministry of Education, Government of India, inaugurates Children's Exhibition of Books. Dr. Bhatnagar is seen standing to the extreme left.

Children crowd round the booth with books in Hindi and the regional languages of India





s from schools at Delhi, witness one of the popular film shows screened during the Exhibition.

The booth of three-dimensional publications.

Pictures, above and below, show children at the 7—12 age-group booths of the Exhibition. Pair
on display are by children from various parts of India.

ooth of foreign scripts—Russian, Italian, French and Swedish. On the wall at left are pictures inted by Danish children.

The Model Children's Library that was crowded at all hours, all days of the Exhibition.

and "Little Women". There were "Rockets, Jets, Guided Missiles and Space Ships" and "Radio for Boys" and a variety of books on general and special science, and to offset these "Eminent Indians" by D. B. Dhanapala, and "Indian Short Stories" edited by Manmohan Saksena. One ran into "Experiments in Chemistry" by Nelson Beeler and Franklyn Branly, and as a literary corrective—Eleanor Graham's "The Story of Charles Dickens" and "Heidi", the child classic of Switzerland. So what was lost in sheer artistry of presentation was compensated for by a wide range of subject and content.

Hindi and Regional Languages

Hindi and the regional languages of India had a booth to themselves, presided over by impressive portraits of Tagore, Iqbal and Hali. Some of the 300 Hindi publications revealed the tardy recognition that it is essential to entertain the small child if we are to teach him to read and to study. Booklets like "KA, KHA, GA" published by Kiran Prakashan, New Delhi, are particularly valuable, because of the pictorial resemblance that the drawings bear to letters. Then, there were enchanting animal stories, notably, "Nanhey Langoor Ki Kahani" (Rajkamal) and "Imandari', a social one-act play by Dr. Zakir Husain—published by Maktaba Jamia.

These and other books like "Desh Desh Ke Balak" (in series) by Orient Longmans, and "Samail Prasan Mala" (the Question Time series) MacMillan & Co., Calcutta, are pointers in the right direction—vivid, imaginative and promising as child productions.

Books in the regional languages left much to be desired, but this is a reflection as much on publisher—enterprise in the country, as it is on writer—and artist—enterprise, and on the general lack of information that obtains on recent publications. The remedy for this state of affairs lies with publishers who must proclaim their wares in order to create a market for them.

There were 38 books in Punjabi, 47 in Urdu, 42 in Bengali, 27 in Assamese, 33 in Marathi, 22 in Tamil, 32 in Telugu, 18 in Kannada, 39 in Gujrati and 13 in Nepali, but, unhappily, none at all in Malayalam and Oriya. All these classes of regional literature require to be supplemented in numbers and Malayalam and Oriya require to be so firmly entrenched and widely advertised that they will form an essential part of child libraries in every part of India. Drama in Bengali, biography in Urdu, dialogue and dramatised speeches in Marathi were among the more notable things in regional languages.

Valuable Contrasts

Much leeway has, naturally, to be made up before any of our publications can compete with the best of America or England, Russia or France or Italy, Sweden or Australia, for the books of all these countries were on display and books from India suffered by contrast with representative collections from them. But contrasts of this kind are valuable. The Hindi and Regional Language booth, besides being a confession of our inadequacy today in child books, was a challenge to writers, artists and publishers in India to consider the child anew. It is not, perhaps, surprising that this 'genre' of literature should lag behind adult publications with us. For even in countries like England and America that now pro-

duce child books so finished that they need no commendation, good children's literature is a comparatively recent growth. That perfection has been achieved so quickly is as much an indication of the demand for these books from the child-reading world in English, as it is of the imagination and enterprise of British and American writers, artists and publishers.

Need for Experiment and Enterprise

The Delhi Exhibition indicates how urgent experiment, enterprise and growth in this category of book are, and how essential it is for Indian writers, artists and publishers to co-ordinate their activities till good books for children appear by the million, and as a matter of course, on the Indian market. Ambitious print-orders for books are steps in the right direction, for publishers must be prepared to take risks in something that will almost certainly yield increasing returns in the next decade. Equally, there must be organizations in the States of India willing to sponsor writers who are frequently without financial reserves while they experiment in writing books for children.

A feature that was as attractive to teachers as to children, was a Model Reading Room consisting of miniature green and blue tables and chairs to match and a child-rack of books for reference and entertainment. This child library was both a teacher and a child refuge. Dictionaries and encyclopaedias, fiction, history, geography and science in English, Hindi and the regional languages were all to be obtained here with the assistance of a 'model' librarian. On the tables were colourful journals that included "The Treasure Chest", "Bal Bharati" and "Shankars' Annual Children's Number". But much remains to be done in the field of journals for the Indian child, and this is another enterprise that might well be taken up by Indian publishers and editors. Equally, there seems to be a case for the introduction of a children's Daily Newspaper, for nothing of this kind exists on a substantial scale in India today.

Experimental Triumph

The Exhibition has been an experimental triumph, but the triumph has lain not in this or that booth, this or that feature of drama or ingenuity. It has lain in the fact that it was an "Open Sesame" for the children of Delhi or, more prosaically, a pilot project that the enterprising teacher or librarian, publisher or parent in the States of India may develop to his mind's and heart's content. Never was there a more rewarding labour. For 15,000 children in love with books are 15,000 unanswerable arguments for holding more exhibitions of the kind that the Central Ministry of Education has run for ten days for children of the Capital.

Muriel Wasi.

(N. B. —For Bibliography of Children's Books see page 126.)

A NOTE FOR INDIAN STUDENTS ON SCHOLARSHIPS FOR STUDY ABROAD

WE are concerned in this note only with scholarships awarded by or through the Ministry of Education, Government of India. Certain scholarships are awarded through the Central Ministries of Finance, Health, Labour and Natural Resources and Scientific Research and others by the foreign institutions direct. For such other scholarships, information is available in the Ministries concerned and in a Unesco publication entitled "Study Abroad", published by the United Nations Educational, Scientific and Cultural Organization, 19 Avenue Kleber, Paris 16, price $2.00 (Rs. 7/8/-) (available for inspection at the Bureau of Information, Ministry of Education, Government of India and at Book Shops).

With very rare exceptions, the scholarships awarded by or through the Ministry of Education, are restricted to teachers of universities and other institutions of higher learning, or to qualified persons already employed by a Central Ministry or a State Government or by a factory or works selected by the Government for the purpose. The idea is that the intending candidate should be a person who has received all the education possible in his line in this country, and gathered a fair amount of experience in the line he proposes to pursue. The training abroad is intended to widen his outlook and to give him such specialised education as, under the present circumstances, this country is not able to provide. The scholar should have a job he can come back to, and his training should make him do his job better and be of help in a project that his employer may have undertaken, or be about to undertake.

As the needs of the employing authority must receive great consideration, invitations to apply for most scholarships are not issued to the general public, but are sent to Government departments and other important employing authorities selected by the Government for the purpose. If such a sponsor desires to get any of its employees trained in a particular line, that authority sends his name and particulars in answer to the invitation. Generally, the schemes are sanctioned from year to year and it is not possible to inform the sponsoring authority much in advance of the particular scholarships available. An intending candidate should, therefore, keep in close touch with his employer and ask him to recommend his name to the **Ministry of Education** as soon as an invitation is received from the Ministry. Generally, a short press-note is also issued, from which the intending candidate can gather that invitations have been sent out to all probable sponsoring authorities.

There is no definite time at which invitations are sent out for recommendations for all scholarships. Different schemes are run by different agencies and they decide to make or renew an offer at different times of the year. In the Appendix below, the last dates fixed for the receipt of applications in 1952-53 are noted down but these dates cannot be taken as even approximately correct for the future, as they may very well be changed by several months to suit the convenience of the institutions at which the scholars have to be admitted or of the Governments or institutions which offer these scholarships.

After reading this short note the intending scholar should find out from the list which scholarships are likely to suit him. He will be supplied, on a request to the Ministry of Education, with a leaflet showing further details of the scheme under which he aspires to be taken. The Schemes are the following:—

(1) The Government of India Modified Overseas Scholarships Scheme

This is available for teachers of universities and comparable institutions of higher learning. Generally about 25 scholarships are awarded every year under this Scheme.

(2) The Central States Scholarships Scheme

Only persons domiciled in the Parts 'C' and 'D' States are considered for these scholarships. Age limit: 30 years. Applications are received only through the State Governments concerned. Generally, only one scholarship is awarded annually.

(3) The Indo-German Industrial Cooperation Scheme

Under the 1952-53 Scheme, 100 places were offered for practical training in Industries in Germany in a large variety of subjects of Engineering and Industry, and 50 places were offered for post-graduate studies in German Universities. Applications for practical training were invited only through sponsoring authorities. The Scheme has not yet been renewed.

(4) Colombo Plan and Technical Cooperation Assistance Programme (Point Four)

The Commonwealth countries of U. K., Australia, Canada and New Zealand award scholarships/fellowships to Indian nationals under a mutually agreed scheme of technical assistance. commonly known as the Colombo Plan. Under the Technical Cooperation Assistance Programme, the U. S. Government offers facilities for training in the U. S. A. for Indian nationals. The scholarships/fellowships under these schemes are available only to persons sponsored by (generally employees of) the Central Ministries and State Governments, universities and comparable institutions whose services after the specialised training will be utilised in the development plans of the country. Recommendations for awards for the next year or two have already been received.

(5) U.N. Social Welfare Fellowships and Scholarships Programme

Fellowships and Scholarships are awarded annually by the U.N. for study and observation abroad in various fields of Social Welfare. The duration of the Fellowships is normally three to six months and of Scholarships one year.

Only persons with adequate academic qualifications and practical experience in the field of Social Welfare and sponsored by Central Ministries, State Governments and important Social Welfare Organizations are considered. 25 Fellows and two scholars were sent abroad in 1952-53.

(6) Unesco Technical Assistance Programme

Awards under the above Scheme are made by Unesco in technical subjects against the approved specific requirements of certain National Laboratories and Research Stations to which experts have been assigned by Unesco under a Technical Assistance Agreement. These awards are meant for the employees of the National Laboratories and Research Stations.

(7) The Science Research Scholarship of the Royal Commission for the Exhibition of 1851

Generally one scholarship is awarded every year for research in science to a person who has completed a full University course and given evidence of capacity for scientific investigation. Age limit: 26 years.

(8) Rutherford Scholarship of the Royal Society, London

Practically the same as (5) above, but some preference is given to candidates in Experimental Physics.

(9) Brush Aboe Group Commonwealth Scholarships

The Brush Aboe Group, England, offer generally one scholarship every year for practical training and only fresh first class graduates in mechanical or electrical engineering are eligible.

(10) Federation of British Industries Scholarships

Six persons have been selected against an offer received in 1949-50. Only graduates in Engineering or Technology, with at least one year's practical experience after graduation, were eligible. Age limit: 30 years.

(11) The Massachusetts Institute of Technology Foreign Students Summer Project

For 1953-54 two seats have been given. The Seminar begins on the 8th of June and ends on the 25th of September 1953, the subjects being Science, Engineering, Architecture and Regional Planning. Age-limit: 32 years. Participants have signed a declaration that they will return to India before the 30th November, 1953.

(12) Harvard Summer School of Arts and Science and of Education International Seminar

The Harvard University invites about four to six Indian nationals who can represent India in their special fields, to participate in the International Seminar which is held every year under the auspices of the Harvard Summer School of Arts and Science and of Education. Only persons sponsored by the Central and State Governments, universities and comparable institutions are considered. Age-limit: 35 years.

(13) Barbour Scholarship (University of Michigan U.S.A.)

In 1953 one scholarship intended exclusively for a woman-graduate with marked ability has been offered, and applications have already been received and considered.

(14) **The Madame Vijayalakshmi Pandit Scholarship** of the Fairleigh Dickinson College, Rutherford, New Jersey, U.S.A. has been offered in 1953. The scholarship covers tuition and fees. The period of scholarship is one to four years. Some courses suggested are Engineering for

Industrial Management, Business Administration, Dental Hygiene, Nursing, Textiles, Medical Technology and Social Service.

(15) **University of Tehran Scholarships**

For 1952, Tehran University offered three scholarships (including renewals) for the study of Persian. The scholarships are normally tenable for one year. Only cases sponsored by universities were considered.

(16) **Yugoslavian Scholarships**

Ten Scholarships were offered by the Government of Yugoslavia in 1952 for practical training in various industries for a period of one year. Only candidates with sufficient practical training and experience in the branches of industry concerned and sponsored by industrial organizations and Ministries of Central Government and of the State Governments were considered.

(17) **Mexican Government Scholarship**

In 1952, two scholarships were offered by the Government of Mexico in Modern Painting and Agronomical Engineering for fresh graduates, with a brilliant record, preferably with some knowledge of Spanish.

(18) **Italian Government Scholarship**

In 1952, three scholarships were offered by the Government of Italy for a period of one year each for post-graduate studies in (a) Engineering/Technology, (b) Science or Arts and (c) Education.

(19) **Government of Turkey Scholarship**

The Government of Turkey awarded a scholarship in 1950 for the study of Turkish literature, which has been renewed in 1953 in favour of that scholar.

(20) **Government of the Netherlands Fellowship**

The Government of the Netherlands have awarded in 1953-54 a Fellowship for research studies in a scientific subject tenable for six to eight months. Only sponsored candidates were considered. Age-limit: 35 years.

(21) **British Council Scholarships**

For 1953, six scholarships have been offered for lecturers in English in various universities and teachers' training colleges. The scholarships are tenable for one year. Teachers sponsored by the State Governments and universities have been considered. Applications were received direct by the British Council, Indra Palace Lodge, Connaught Circus, New Delhi.

(22) **Italian Centre of Cinematography**

One scholarship tenable for about two years was awarded in 1953 for training in some branches of Cinematography. Applications were received by the Italian Embassy in India.

(23) **The National Research Council of Canada** awards annually approximately 40 post-doctorate Fellowships for research in Pure Chemistry, Physics and the Biological Sciences. Age-limit: 35 years. These scholarships are open to nationals of all countries. Applications are received direct by the Council.

(24) **Christ's College, Cambridge** offers a research studentship to a graduate. Age-limit: 26 years. Candidates have to be nominated by the heads of their universities. The scholarship is open to a national of any country. Preference is given to those who have done a year of research.

(25) **Unesco-Thai Government Fellowship**

The Government of Thailand, on the recommendation of the National Commission for Unesco, have offered eight Fellowships to students from foreign countries for a period of one year for research work in (i) Siamese Language and Literature (ii) Sculpture (iii) Pharmacy. Only sponsored candidates were considered.

(26) **The Hague Academy of International Law Scholarships 1953 Session**

The Hague Academy of International Law offered scholarships to distinguished students and authors of books pertaining to International Law of all countries for the 1953 session (from 13th July 1953 to 8th August 1953).

Not more than two scholarships can be awarded in respect of any country during the year.

The applications were to be submitted direct to the President of Curatorium Peace Palace, The Hague.

Note.—For the Smith Mundt awards for maintenance in America and the *Fulbright Travel Grant*, should be addressed to the U. S. Educational Foundation in India, 17, Curzon Road, New Delhi; for *Scholarships awarded by the French Government* to the French Embassy in India, Aurangzeb Road, New Delhi; and for the *Vincent Massey Scholarship* tenable at the Toronto University, Canada, to Mr. T. D. Santwan, General Secretary, The Council of Y. M. C. A. of India, Pakistan and Ceylon, 5, Russell Street, Calcutta-16.

APPENDIX

Name of Scheme	Last date for receipt of applications in 1952-53	Remarks
1. The Government of India Modified Overseas Scholarships Scheme	20th January 1953	For 1954-55 scheme it is expected that the last date for receipt of applications may be sometime in the month of August or September.
2. The Central State Scholarships Scheme	10th February 1953	For 1954-55 scholarships the last date for the receipt of applications is expected to be sometime in the month of August or September.
3. Indo-German Industrial Cooperation Scheme	5th July 1952 31st December 1952	
4. Colombo Plan and Technical Cooperation Assistance Programme (Point Four).		
(i) U. K. Scholarship	13th October 1952	
(ii) Australian Scholarships	1st October 1952	
(iii) Canadian Scholarships . . .		Invited in 1950-51.
(iv) Scholarships under Point Four Programme	7th May 1952	
(v) Requirements for training facilities abroad for the next few years . .	31st January 1953	
(vi) Requirements for training in educational subjects	10th May 1953	In 1953-54.
5. U. N. Social Welfare Fellowships and Scholarships Programme.	9th February 1953.	
6. UNESCO Technical Assistance Programme		
7. The Science Research Scholarships of the Royal Commission for the Exhibition of 1851.	15th November 1952	
8. Rutherford Scholarships of the Royal Society	22nd November 1952	
9. Brush Aboe Group Scholarships Scheme	1st December 1952	
10. Federation of British Industries Scholarships	...	Were invited in 1950-51.
11. The Massachusetts Institute of Technology Foreign Students Summer Project.	7th February 1953	
12. Harvard Summer School of Arts & Science and of Education International Seminar.	12th February 1953	
13. Barbour Scholarship (University of Michigan, U. S. A.)	8th December 1952	
14. The Madame Vijayalakshmi Pandit Scholarship.		
15. University of Tehran Scholarship . .	19th November 1952	
16. Yugoslavian Scholarships	31st July 1952	

1	2	3
17. Mexican Government Scholarships . .	29th February 1952 in the case of Modern Painting and 31st March 1952 in the case of Agronomical Engg.	
18. Italian Government Scholarships . .	31st May 1952	
19. The Government of Turkey Scholarships .	...	Was renewed in favour of the existing candidates.
20. Government of Netherlands Fellowship .	20th February 1953	
21. British Council Scholarships . . .	15th November 1952	
22. Italian Centre of Cinematography Scholarships.	1st November 1952	
23. The National Research Council of Canada .	15th February 1953	
24. Christ College Cambridge Studentship .	1st July 1953	Date for 1953-54 given here.
25. UNESCO—Thai Government Fellowships .	18th March 1953.	
26. Hague Academy of International Law Scholarships—1953 Session.	1st April 1953	Date for 1953-54 given here.

Education Today

The archæological excavations conducted by the K. P. Jayaswal Research Institute at Kumarahar in 1951-52 were resumed in 1953. The excavations have brought to light the existence of a Buddhist monastery *Arogya Vihar*.

Art and Archaeology in Bihar

The Bihar Government have recently sanctioned a grant of Rs. 6,300 for the Library of the Nalanda Pali Institute in addition to Rs. 10,000 already given for its start. The Institute conducts post-graduate studies and research in Pali and Buddhist learning.

The State Government recently sanctioned Rs. 13,500 to the Patna School of Art for the purchase of a standard collection of art books belonging to Sri Ajit Ghosh of Calcutta.

A special convocation of the Bihar Sanskrit Association was held on the 11th March, 1953, to award the title of "Vidya Martand" to the President, Dr. Rajendra Prasad.

Three-month Audio-Visual Course

25 artists, photographers, writers and actors, mostly from Northern India, were trainees at a three-month course in audio-visual aids held at Delhi in February, this year. The course was sponsored by the Government of India and held in cooperation with Unesco.

The trainees organised an exhibition which included posters, film-strips, sample pamphlets for neo-literates and a simple frame with a silk screen for duplicating pamphlets without printing machinery.

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Basic Education

A syllabus, in strict conformity with the principles of basic education. has been published for use in the junior basic schools of the State of Ajmer.

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Under the presidentship of Mr. K. G. Saiyidain, Joint Educational Adviser to the Government of India, a meeting of the Bihar Basic Education Enquiry Committee was held on 19th February, 1953. The Committee will enquire into the working of existing schools and experiments in the Basic and Social Education Scheme of the State.

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To impart training to primary teachers and to popularise basic education in the State. a Basic Training College has been started in Bilaspur. About 40 trainees have joined the college

In the Community Block area three junior basic schools have been instituted with adequate basic craft material.

A Public Library with an initial stock of books worth Rs. 15.000 has been opened in the State.

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The Basic Education Committee of Mysore State has been reconstituted for a further period of two years.

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In pursuance of the directives laid down in the Constitution of India, the Government of Orissa have decided to give a fillip to the spread of primary education in the state and accordingly 774 lower primary, 110 upper primary and 40 basic schools were established and 300 teachers were appointed in single-teacher primary schools in the state during the year 1952-53.

A modified syllabus with a basic bias has been introduced into 4000 selected primary schools and 16 elementary training schools with a view to facilitating the conversion of these schools into basic schools in future. A sum of one lakh of rupees has been given to these primary and elementary training schools. A non-recurring grant of Rs. 4·35 lakhs has been distributed among various educational institutions for effecting necessary improvements to their buildings, furniture, apparatus, playground.

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Educational Reforms in Mysore

The opening of a separate school, with attached boarding home has been sanctioned at Budibadage, in Mysore District, for the Scheduled Tribes in the State. Scholarships totalling Rs. 3,600 have been awarded to about 105 Scheduled Tribe students. Stationery worth Rs. 1,400 has been purchased for students.

The Educational Reforms Committee submitted its report to the Government of Mysore in February, 1953 and is under Government consideration.

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The Government of Pepsu have accorded sanction to start Junior Red Cross Societies in all schools of the Union.

Educational Progress in Pepsu

A Scout Rally was held in January this year to celebrate Patiala Week. About 700 girl guides and scouts from the various schools of Pepsu participated in this function.

The Education Department has set up nearly 800 Social Education Centres in which 12.000 scholars are receiving instruction. Crafts like chick-making, book-binding, ink-making, soap-making, chalk-making, envelop-making, drama and stamp-collection have been introduced into most of the high schools of the State.

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Educational Programmes in Saurashtra

The Educational Department of Saurashtra is going ahead with its programme of introducing spinning into schools. About 2,450 additional spinning wheels have been supplied to schools.

A Camp for training in social education organised by the Community Project authorities was attended by 54

teachers of the Education Department. The following educational schemes have been approved for implementation in the Vanthali-Manavardar Community Project area:

(a) conversion of eight primary schools into junior basic schools;

(b) opening of ten recreation centres;

(c) purchase of a cinema van.

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Education in Vindhya Pradesh

Manual Labour Day was celebrated on 21st February, 1953, in all educational institutions in Vindhya Pradesh. According to the schemes all educational institutions have been asked to devote a definite period of time every day in cooperation with teachers to such manual work as general cleaning, light repairing, etc.

The State Government have sanctioned the implementation of the Intensive Educational Development Scheme, sponsored by the Government of India. The cost of the scheme will be met by the State and the Centre on a 34 and 66 per cent basis, respectively.

The latest report of Social Education in Vindhya Pradesh reveals that 1867 centres have an enrolment of 52,479 adults, of whom 7,128 are women.

The Secondary Education Act and the appurtenant regulations were brought into being with effect from 24th February, 1953.

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Extra-mural Activities in Bombay Schools

A Girls' Educational Camp was held at Bhor in January, this year. The Camp Programme was based on principles of self-help and community life. Girls were divided into five 'Houses'. Activities like cleanliness, house-decoration, games, story-telling, fancy dress competitions, hiking etc., were undertaken to enhance social give-and-take.

The students of the School of Applied Art of the well-known Sir J. J. School of Art, Bombay, have executed several important works such as posters and maps for the Indian Railway Centenary Exhibition, scroll design and posters for the International Study Conference of Child Welfare and for other similar International Conferences.

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Radhakrishnan on Crisis in Education

Dr. S. Radhakrishnan performed the inauguration of the new building of Jai Hind College, Bombay. In the course of his speach, Dr. Radhakrishnan said:

"The crisis in education today is not so much a crisis with regard to the decline of standards, deplorable as it is; but it is a crisis because education is lacking in any purpose. We are broken up into a series of specialists. We look upon a human being as a machine which is put together on an assembly plant. We do not recognise that the human being is a complex mysterious entity.

"If there is, therefore, any crisis today in education, then it is the crisis of a lack of an integrated view of life.

The purpose of literature, of art, of philosophy and religion is to instil in every citizen the sense of an integrated view of life.

"That which constitutes the defining quality of a human being is discrimination between right and wrong. It is necessary for us to know what is right and distinguish it from wrong. Mere knowledge will not do. Many of us have the knowledge of what is right but not the strength to do what is right. That is where literature, art, philosophy and religion come in. Their purpose is not to impart information.

"If there is to be a fundamental change in the educational system in the country, what is necessary is to give to the people discipline, courage, fortitude, virtue, intelligence and wisdom. These are not things which we can get from books: these are things which are to be acquired in the day-to-day life in our Universities. The example of the teacher is the greatest and most potent influence for the taught. If teachers fail, the salt loses its savour."

N. C. C.

The National Cadet Corps Directorate of Hyderabad has decided to introduce training in Social Service in the N.C.C. to infuse ideals of selfless service and the dignity of labour into cadets and officers of these units.

Rural Education in Bhopal

The Government of Bhopal have set up an Intermediate Agriculture College at Sehore and agriculture has been introduced as a school subject in almost all rural middle schools. The work of Panchayat Raj is being entrusted to village teachers and a batch of 130 teachers have so far been trained for this purpose.

Hamida College, Bhopal has started post-graduate classes in Economics and Political Science and has opened evening degree classes.

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Scouting in East Punjab

In March this year, a State Rally of the Bharat Scouts and Guides was held at Chandigarh, in honour of the outgoing Governor of the East Punjab, Shri Chandulal Trivedi and Shrimati Trivedi. This really marked the end of a period of uncertainty in the life of the Scout Organisation of the State, that will no longer be confined to its headquarters at Tara Devi. In the new capital of the State at Chandigarh, the organisation has been given an area for its own building.

The Government is giving active consideration to the amelioration of the status and grades of pay of school teachers in the State.

The Emergency Training Course to meet the demands of primary and basic schools has entered its second session. Seven centres in the State are training 360 teachers, including 100 women teachers.

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Social Education

A noteworthy feature in the furtherance of Social Education in Assam was the opening of

25 Social Education Centres in the Plains Tribal Areas of the State.

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The 13th Annual Report of the Bombay City Social Education Committee for 1951-52 showed a steady progress in the field of adult education. As against the previous year's figures of 42,778 in 1,758 classes, there was an enrolment of 44,884 adults in 1,839 classes. The total number of publications for adults has risen to 44.

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A programme for training social education organisers from Community Project areas was finalised at a two-day conference of the directors of training centres at New Delhi in February. It was decided to establish five centres for the training of social education organisers at Nilokheri, Hyderabad, Gandhigram, Shantiniketan and Allahabad. Most of the states have already selected their organisers. The course of studies will cover social science, rural economics, civic village extension services, social education, and allied subjects, religion, history, culture and specialised training in coordination and supervision of work to achieve the aims and objectives of the Community Development Programme. The production of literature for these organisers was also considered at the Conference.

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Adult Education Conference

An Adult Education Conference, presided over by Mr. Humayun Kabir, Additional Secretary to the Central Ministry of Education, was held at Trivandrum on the 11th and 12th March. Admiring the mass literacy campaign undertaken by the Travancore-Cochin Government Professor Kabir said that the State Government had tackled the problem of education most successfully—literacy in the State was 60 per cent. He stressed that in a democracy, people should know the happenings of the world in order to act wisely. As adult education concerned itself with the whole man, educators should explore and utilize all possible means to achieve a higher civic, social, cultural and economic level. He asked University students to cooperate with the Government in making the movement a success.

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South Indian Regional Seminar on Literature

The South Indian Adult Education Association held the second Regional Seminar on Adult Education at Ernakulum, Travancore-Cochin State. from the 22nd to 30th April. This seminar dealt with the production of follow-up literature in four language groups—Kannada, Malayalam, Tamil and Telugu. Each group decided the lines on which production of literature for adults must proceed. with special reference to vocabulary, style and concept of books for the neo-literate.

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University Grants Commission

A Conference of the Education Ministers of Part 'A' and 'B'. States and Vice-Chancellors of All Indian Universities was held on the 18th and 19th April in New Delhi to consider measures to coordinate the work of Universities and to secure the maintenance of high academic standards.

The Conference resolved that since the Government had already decided to

set up a University Grants Commission, it was not necessary to form a separate body as envisaged in the proposed Draft Bill prepared by the Government. The Conference made recommendations in regard to the composition of the Grants Commission and its functions, that will include advising the Government and Universities on questions like allocation of grant-in-aid, establishment of new Universities, expansion of the activities of the existing Universities, coordination of work and standards in Universities etc.

The Conference also suggested steps that could be taken to encourage manual work and social service among University students by arranging visits to large-scale irrigation projects and enabling them to participate in constructional work.

These recommendations are under consideration by the Government of India.

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THE FOREIGN SCENE

Students party from Andamans

A party of three teachers and 36 students from the Andaman and Nicobar islands are on an educational tour of India. The students who are on their first visit to India visited important places at Delhi in March this year.

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Sao Paulow New Window on the World

The newest medium of communication, Television, has an increasingly important part to play in education and culture in all countries. Educators and T.V. Technicians have achieved remarkable results in producing programmes which bring enjoyment to a wide public. Senhor Luis Amador Sanchez, professor at the University of Sao Paulo in Brazil, began broadcasting a series of cultural programmes called "The World of Yesterday and of Today" from T.V. station FRF3 in Sao Paulo. He succeeded in producing some 20 programmes relating to various educational and cultural questions. He was able to present programmes on Mexican art, on technical assistance projects in Asia and Africa, and on Yugoslav dances and so on. He accomplished most of this by the imaginative and creative use of scissors and paste on various publications of Unesco. He cut out and mounted individual photographs of different sizes. 30 photographs are necessary for each programme. Prof. Sanchez is supplied with photographs and publications for his weekly programme by information series from many countries. International cooperation is no longer only a thing the televiewers of Sao Paulo hear about. It is something they see.

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Chilean Student on Genocide

The first University thesis to deal with the International Convention against Genocide has been presented by Alfredo Alcaino Barros, a student in the Faculty of Legal and Social Sciences at the University of Chile. Concerned with the historic and legal aspects of the question, the thesis is largely based upon documentation prepared by divisions of the United Nations.

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Mr. Raghavan, India's Ambassador to China, visited the Central Minorities Institute, Peking, on the 5th December, 1952.

Central Minorities Insititute

The Institute was founded in June 1951. It has over 500 students from minorities. The school has a teaching staff of 70 people. Teachers belonging to various national minorities are employed mainly for teaching minority languages. The Institute aims not only at training Cadets from national minorities for political, administrative and educational work in their respective areas but also trains Chinese Cadets (who were taught various national minority languages) to help them in the work.

At the moment there are eight such National Minorities Institutes all over China, apart from middle schools, special vocational training schools and universities which impart education in local languages.

New Education Fellowship Conference

Under the auspices of the N.E.F., an International Summer Conference will be held at the Folk High School, Askov, Vejen, Denmark, from 2nd to 16th August, 1953. The subject of the Conference is "The Teacher and his Work". The aim is to give members an opportunity of gaining creative experience in small groups, under the guidance of experts, by means of lectures and discussions in seminars. French, German and English will be the Conference languages.

History Speaks and Sings In A French Museum

A little-known part of Paris's famous Sorbonne University is a special museum called the "Phonotheque Nationale." In this unusual museum, History speaks and sings. A Norwegian journalist, Johannes Skanche Martens, who visited the Museum wrote recently: "Around me at the Phonotheque, on shelves and small tables, were all kinds of ancient phonographs and gramophones. There were countless wooden boxes, looking like old sewing machines. Mr. Devigne opened one and played an 1885 recording of Verdi's opera 'Il Trovatore'. The music was still as inspiring as a fresh performance."

In the Museum one can listen to the assorted voices of Sarah Bernhardt, King George the Fifth of Britain, Lenin, Hitler, Poincare, Mussolini and Andre Gide. On the shelves of the Nationale is a vast stock of knowledge ready to be used. There is a project for an international exchange of the Phonotheque's duplicates. Not voices of great men only, but folk songs and some dialects in danger of disappearing are being preserved for mankind.

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French Children's Jury to Award prize for Children's book

A new French jury will give French children an important voice in the writing, selection and publishing of children's literature. The Jury, to be set up in connection with the annual "Salon de L'Enfance" Paris, will award a substantial prize for the best children's book of 1953—and only children will be eligible for jurorship. The Jury will be composed of boys this year, but in 1954 will consist of girls.

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Degree in Nutrition at Queen Elizabeth College, London

Facilities for study leading to a new degree in Nutrition will be available from October, 1953, at the Queen Elizabeth College of the University of London. It is understood that the new course will be of special value in training experts for many schemes in under-developed

countries. Covering all aspects of the subject, the new course will last three years. Arrangements exist for admission of 40 to 50 men and women each year.

Mr. B. G. Kher, Indian High Commissioner in the U. K. addressed the Golden Jubilee Rally of the Workers' Education Association on March 14, at Southend-on-Sea.

Golden Jubilee Rally of W.E.A.

Speaking of education in India, Mr. Kher said that in India where the percentage of illiteracy ran up to 80, the foremost task facing the country after independence, was to provide suitable education for all children of school-going age and fundamental and social education for all.

In his introductory remarks, Mr. Kher expressed admiration at Britain's educational structure in which school education is available to all children up to the age of 14 or 15; part-time educational facilities are provided for grown-ups; and about 50 per cent. of collegians and university scholars receive grants or scholarships. Local education authorities, the Ministry of Education and University Grants Committee, all Mr. Kher said, are making a substantial contribution to adult education. He paid a tribute to the Workers' Education Association which has ushered in educational reforms in Britain, administered adult classes and organised week-end and summer schools.

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Among the 26 students from 12 countries in a "British Parliamentary Government" Survey—five were Indians. The Survey lasted a fortnight and consisted of visits and lectures arranged for overseas students in London by the Student Welfare Department of the British Council.

Indian Students on Survey of Parliamentary Government

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The Council of the British Institute of the Radio Engineers, London, has authorised the establishment under the "Sir J. C. Bose Premium" of the premium value of Rs. 250 to be awarded annually for the most outstanding paper contributed to the Journal by an Indian member.

Sir J. C. Bose Premium

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Dr. S. Radhakrishnan, India's Vice-President, has been accorded the honour of being elected an Honorary Fellow of All Souls College, Oxford. This is the second honour the University has bestowed on him in recent months, the first being the honorary degree of Doctor of Civil Law.

Oxford Honour for Dr. Radhakrishnan

The Norwegian Government, Oslo municipal authorities and a number of large industrial concerns in Norway are financing the building of a seven-storey students' house in the International Students City in Paris. The house will accommodate a hundred students, French and Norwegian. Fourteen students' homes built by fourteen countries are now in use at the International Students City (Unesco)

Norway Builds Students House in Paris

For several years, national magazines in the United States have held contests to determine which schools really affected life in their communities. This idea,

Schools that really help their Communities

that a school can produce direct results, which spread far beyond the classroom, is being put to use by teachers in many countries. The idea is not entirely new, but modern applications of it are becoming more and more important.

Philippine officials say that for years they tried teaching the children better habits of reading, health, and general living—only to see their work undone by the time the children spent at home. Then they decided to concentrate on the education of the entire community. The result is a "Community School" movement which may provide useful examples to educators in other countries. These schools are proving that they can help raise the standard of living and the economic status of the people in their towns and villages. The children and adults are learning together how to live better and fuller lives.

Harry A. Little, Chief of Unesco Technical Assistance Mission visited the Philippines and has made this interesting statement on these schools. "I visited one place where every family had a pen of pure-bred chickens and was surprised to learn that only a few years ago there had been very few chickens in the community. It all started when the elementary school put up a demonstration chicken pen and brought in some pure-bred chicks. The pupils learned to care for them and brought their parents to see what was done. The parents showed so much interest that a reading centre was established where men and women could read on chicken raising. (Some even had to learn to read before they could understand the bulletins available). As more and more chickens flocks were established, the centre held meetings each evening to discuss poultry-raising and its problems.

In another community, most of the homes had orchards. I learned that a demonstration orchard at the school started this movement. The orchard was cared for by pupils, who had to do much reading and study to find out how to raise fruit trees.

In another place, practically every rural home had sanitary toilets because the school pupils first learned how to build and then sent out teams to show the residents how to do so.

Every Community School has a school garden and its influence affects the life of the community. Some have demonstration fisheries. They all have shops where adults may come in the evening and learn how to make things which will sell.

The greatest furniture-making section of this country is a direct outgrowth of the work of the high school there.

More than 800 men, women and children in one community spent three successive Sundays drilling artesian wells and digging canals so that the whole neighbourhood might have water for irrigation. This was initiated by the school.

I have been interested to know how the teachers have the time and strength for this work, for most of them teach large groups of pupils for long hours. They say that this work with the community makes their teaching easier. Certainly, there is not any place where teachers are held in such high regard and every school has a long waiting list of college graduates who want to become teachers.

Much of the class work—in reading, writing, arithmetic, social science etc., has to do with the problems of the community.

Every pupil in school here must learn at least three languages and many four. All school instruction is in English. In addition, both Tagaloy, the national language, and Spanish, are compulsory subjects. Yet, they find time to do all this, take the usual subjects, and also work on varied projects affecting the community. They are proud of their schools and many of the grounds are the most beautiful I have ever seen."

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Moscow's New University

The new building for Moscow's University on the Lenin Hill is nearly complete. It has spacious and light flooded auditoriums and class rooms. Part of the building will be occupied by the University Library which will have 1,200,000 volumes. In its central book repository a mechanical conveyor is being installed for delivering books to the reading rooms.

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wedish Degree ours es

The International Graduate School, Stockholm, Sweden is arranging for short courses of one year's duration in Economics, Political Science, and Sociology for the benefit of English-speaking students. Candidates with academic degrees from accredited universities are eligible for admission. These courses have started on September 1 and will end on June 1, 1953.

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Uruguay Reforms in Education

Text books are being used less and less by teachers and pupils in Uruguay. The only textbooks now used in primary schools are the reading primers for the first four grades. Other textbooks are replaced by books made by the pupils themselves, by a number of children's books, and by a monthly school journal published by the Council of Primary Education and distributed to all pupils.

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Unesco Seminar in Ceylon this Summer

Unesco is organising a fourth seminar, on the teaching of modern languages in primary and secondary schools, and on the role of such teaching in the universities, from 2nd to 28th August, 1953 at Nuwara Eliya, Ceylon. About 70 experts designated by Unesco's Member States will attend the seminar. Professor Theodore Anderson of Yale University will be the Chairman.

"The renovation of methods and the extension and progress of international relations are both aspects of an evolution which tend to create international interdependence and cooperation in all fields of activity"—it is in this spirit that Unesco has organised the seminar in Ceylon this summer.

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Unesco Survey

In 1952 Unesco and the International Bureau of Education published the results of an enquiry conducted by the I.B.E., with the addition of statistical data supplied by Unesco. Reports received from 47 countries reveal a marked improvement in women's access to education in the

1936-48 period. Although women are still in a minority at the more advanced levels of education, their number is increasing. The curriclum for girls and women varies in different countries, even though there are many similarities. There is, however, a growing tendency everywhere to give girls specific preparation for home and family life as future mothers and wives.

In Chile the inequalities between the sexes is marked chiefly in technical and vocational education.

In Egypt there are three types of schools specially for girls: 1. Schools of Home-making, 2. Schools of Embroidery and Arts, and 3. Feminine Cultural Schools.

The right to education in India at the present time is shared by the sexes. In 1800 a regular school system for girls of all classes was presumably absent. Not till 1882 did the number of Indian girls at school reach any size; in that year there were, 127,066 girls enrolled in 2,697 schools. Now girls are going into all kinds of schools and are preparing themselves for all kinds of occupations.

Before the Occupation, women in Japan were not permitted to vote or to hold office. They were confined to housework. They have since received the right to equality of educational opportunity.

Founded in 1943, the Universidad Femenina De Mexico provides more opportunities for careers for women. Among special courses are: nursing, food and nutrition, social work, interior decoration and scene design.

In the Philippines all schools are co-educational. In the Tentative Course of Study in Vocational Courses, the curriculum includes nutrition, preparing, and serving a meal, clothing and textiles, child care, and personal home and community hygiene.

Soviet Russia has rejected the theory that equality of women with men means identical education for both, after trying it out for 25 years. Defining the new principle of female education Olga Mishakova recently said: "A woman must always remember that she is a woman....We have neglected the special education which girls need to become good mothers and good wives and we must give it to them".

Education in the United States has been accessible to all citizens of both sexes from the start. At the pre-school, primary, secondary, and teacher training levels there are about as many girls as boys. At the high school level, girls tend to stay on longer than boys, in part because boys of this age more easily secure full-time employment.

In Switzerland there is no sex distinction in access to education, Curricula vary somewhat, especially on the secondary level when only girls take domestic economy, needlework and music.

In Yugoslavia the personal status of women is fixed by the Constitution. The curricula at the different levels are practically the same for boys and girls. In addition to schools open to both boys and girls, there are schools exclusively for women, including schools of medicine, midwifery, child welfare, kindergarten teaching and domestic science.

Unesco's International Youth Organisation

In 1953 Unesco is organising the International Youth Organisation in Japan. The youth organisations of South-East Asia have been invited to take part. Another course of the same kind will be held in Havana next year, for the benefit of the countries of Central America.

Book Reviews

Achievement in Education (The Work of Michael Ernest Sadler, 1885-1935) by Lynda Grier Constable, London —1952, 30sh. net.

"HE is an education in himself" was what men generally said when they wished to epitomise the living Sadler. Ten years after his death Miss Grier has with much discernment and sympathy, given the common reader and the student of Education a portrait of this remarkable man, that is likely to be a classic in literature of its kind.

As a portrait of man and educationist, of scholar, administrator and artist (for Sadler was an 'artist' forever creating) this is hard to beat. As a record of sheer achievement in education for which Michael Sadler was directly responsible on the Board of Education, London, as Professor of Education, Owen's College, Manchester, as Vice-Chancellor of the University of Leeds, as Chairman of the Calcutta University Commission and, finally, as Master of University College, Oxford, Miss Grier's book is likely to be monumental as both reference and estimate. For those more deeply interested in the long-term influence of a dynamic educationist than in his immediate achievement, ACHIEVEMENT IN EDUCATION provides stimulating data, as it does a warning of the power of politics to frustrate original and honest educational forethought and planning.

Michael Sadler had unique qualities for the work to which he gave himself. As examinee and scholar he might have filled with distinction appointments in his country more impressive and more sensational. But he was an educationist by instinct and vocation. His passion for Education, whether this manifested itself in his zeal for the reform of Secondary Education or in his insistence upon the excellence of Primary Education, whether upon a status and consideration for teachers—the pivots of the system—or upon the extension of scholarships by which he swore all through his fifty years of educational exhortation, could not be resisted. But, perhaps, the most surprising and the most agreeable characteristic of this man who left others breathless by his energy and force of personality, was his humanism, touched off by a Puckish playfulness, but associated with a remarkable faculty for taking the wise line between enthusiasm and fanaticism. That line is not always easy to see or to take, for to hold a thesis in education with passion is to strive with fervour to proselytise it. Sadler did his propaganda with extraordinary sanity. Indeed, his most earnestly advocated reforms commended themselves *by their sanity* even to traditionalists in Education, so that even when he parted company with the Board of Education, he continued to have an impressive following in the country, among the teachers of England and among common men and women interested in the growth of Education.

All this Miss Grier records with well-documented speech and writing, with comment from a variety of persons who worked with Sadler, and with her own profound understanding of him as man and administrator. A teacher, she quotes Sadler as saying, must be "a remarkable combination of intellectual ability, knowledge, artistic power (for all good teaching is artistic work) patience, moral insight and intense sympathy with child life", and to this he added a paragraph, that is likely to make history in the story of education:

> "The one thing which brings unfailing encouragement to any student of education is the knowledge that all over the country, unknown to fame but loved by their pupils and trusted by all who know their work, there are teachers who are working in this spirit, often in the teeth of stupid prejudice, often without any adequate recognition but with a devotion which is beyond praise and is, indeed, sustained by the highest of motives. This is the influence which in the end will reform the methods of teaching in town and country schools alike".

To the end of a life crowned by achievement and the recognition of unique qualities as an educationist, Sadler persisted in upholding the teacher as the pulsating heart of the system he worked to perfect. Miss Grier's biography of the man Michael Sadler and this work is a monument more enduring than marble or epitaph.

Muriel Wasi.

Henry Bowers, Research in the Training of Teachers; J. M. Dent and Sons (Canada) Limited, and the Macmillan Company of Canada Limited, 1952.

THIS is a volume of 14 research papers in the field of teacher education by Dr. Bowers, Principal of the Provincial Normal School in Stratford, Ontario. Various aspects of the work of teacher education have been studied by Dr. Bowers and his colleagues, the most interesting among these being the variation of standards in marking lessons taught by student-teachers, the bearing of miscellaneous activities and interests of student-teachers on achievement in practice-teaching, growth of student-teachers in certain personality traits during their period of training, and the feasibility of homogeneous grouping in a normal school.

A number of interesting conclusions are recorded, some of which will be confirmed by educators in this country. For example, the reviewer's own experience confirms the general inferiority of male students. In Dr. Bowers' investigation an unquestionable average inferiority of male students was found in terminal examination marks and a not so pronounced inferiority in the practice-teaching of the men. Confirmation from educators in India, specially principals of training colleges, will also be forthcoming to the wide variations found by Dr. Bowers in the standards of marking practice lessons. In one lesson, the marks ranged from 48 to 90, the pass marks being 60. On the whole, the results were such as to "motivate powerfully a study of procedures for the equalization of standards."

A finding that is highly significant to educators is that student-teachers, if provided with an environment designed

to effect growth in certain aspects of personality, and if given special attention and necessary co-operation in effecting improvement, do really show an appreciable gain in those personality traits. A number of significant findings have also been recorded with regard to the relationship between various activities and interests of student-teachers and their achievement in practice-teaching. For example, for those who took part in amateur dramatics during their school years, there was a marked contrast in the numbers found in the highest and lowest quarters in teaching, the greater number being found in the highest quarter. Those who entered oratorical contests in school were more frequently found in the highest quarter in teaching than in the lowest quarter. Service on high school committees and success in practice-teaching were also found to be concomitants. All these findings point to the need to give sufficient consideration to the extra-curricular activities of candidates at the time of admission to training courses. A surprising finding, however, was that there was no association between hobbies, games and other leisure interests on the one hand, and practice-teaching on the other. The number of times these various interests were named by student-teachers in the lowest quarter of teaching was only slightly lower than the number of times they were named by student-teachers in the highest quarter.

In another interesting study of the qualities of sociability and leadership possessed by student-teachers, there was indisputable evidence that, either social qualities are considered when nominations to positions of leadership are made by students, or those endowed with the quality of leadership are markedly above the average in their social acceptability. The same conclusion was reached in a similar study conducted last year by the reviews at the Central Institute of Education.

E. A. Pires.

Teaching for International Understanding: by C. F. Strong—H. M. S. Office, 3s. 6d. 1952.

THIS statement prepared by the U.K. National Commission for Unesco emphasises the truth that one of the main purposes of any school must be to help its pupils eventually to become good citizens, and if the seeds of citizenship are not properly sown in school we cannot expect to sow them later.

Furthermore, we cannot teach international understanding; we can only create an atmosphere conducive to its growth, and it is exactly for this reason that this booklet discusses not the teaching *of* international understanding, but teaching *for* international understanding.

A strong reason for this enquiry is that if pursued it will lead to "some reassessment of our ideas about the function and purpose of our teaching in general". International understanding is not a branch of learning "with its corpus of subject-matter, but something which forms part of the stuff of other subjects and should, therefore, arise out of them". On the academic side, clearly no 'Higher' education can be regarded as adequate if it does not, by its very nature, emphasise the international background and framework of knowledge and culture. Here is a definition of education itself, in short.

The statement opposes the idea of "the cloistered school" segregated from the social milieu from which its pupils come, shutting itself up in watertight compartments called "subjects", making its curriculum not a stream in motion, but a stagnant pool. It suggests several ways of approaching this problem of teaching for international understanding within the school and without, but is, nevertheless, conscious of the fact that the devices adopted must be worked out in relation to "the nature and condition of a particular school and in harmony with its own peculiar genius".

S. Nagappa

English Composition—Book III (Price 3 sh. 6 d.) and Book IV (Price 5 sh.).— A. F. Scott, Cambridge University Press, 1953.

THESE excellent new text-books on English Composition are designed to acquaint the modern English-speaking and-reading child with modern writing in the English language. The collection disposes effectively of the use of great writers of the past as models for teaching English composition to school children, by pointing out the unsuitability of old modes of expression for children of today.

Book III includes such excellent new writing as Dylan Thomas's—"Portrait of the Artist as a Young Dog", Frank Sargeson's—"When the Wind Blows"—, William Sansom's—"The Boiler Room"—, W. Somerset Maugham's —"The Beast of Burden"—, J. B. Priestley's—"English Journey"—and Hugh Walpole's—"The Fortress".

These and other specimens of new writing—colloquial and vivid—are likely to revolutionise the teaching of English composition in the modern classroom, and Mr. Scott deserves high praise for discernment in selection.

Book IV, that is intended for the fourth year of the Grammar School as Book III is intended for the third year, contains more extracts from classic writing in the 18th and 19th centuries. "Gulliver's Travels", Hazlitt's "Table Talk", Samuel Butler's "Erewhon" are specimens of classic prose, but as a modern corrective to these appears work from Graham Greene ("Journey without Maps"), George Orwell ("Shooting an Elephant") and D. H. Lawrence ("Sea and Sardinia").

At the end of each extract are intelligent questions on idiom and composition, with exercises in grammar that should enable the child to master the principles of these subjects.

Secondary schools in India would profit greatly by the adoption of these text-books for children of 14-16 years.

Muriel Wasi

SHORTER NOTICES

Model Papers in Algebra by Shri M. Y. Deshpande, N. M. V. High School, Poona. Price Rs. 3/4/-.

THE book is a collection of examples in Algebra arranged in the form of 47 revision papers and is intended for students preparing for the Matriculation and equivalent examinations.

Whatever be the aim of the learned author, books of this kind have done more harm than good. The student is tempted to replace text books by the 'guide' and is disappointed and distressed to find that the wily examination-paper setter has stolen a march on the wise model-paper setter.

There is nothing original in the book because every teacher of the Matriculation class keeps a record of such examples in his note-book. The index is compared to the 'Open Sesame' of the 'Arabian Nights'—a tall claim. In fact, this is a feature common to text books on Mathematics written with the real idea of helping students.

On the whole, one cannot escape the conclusion that the book is a commercial venture. This is confirmed by its price.

R. S. Chitkara

Ham Kaisay Parhain' (How Shall We Teach?).—By Salamatullah, Published by Maktaba Jamia Ltd., Delhi. Price Rs. 3/-.

MR. Salamatullah of the Teachers' Training College, Jamia Millia Islamia, Delhi, has brought out the second edition of his book "Ham Kaisay Parhain" (How Shall We Teach?) in Urdu. There are not many books extant on education in Indian regional languages, and it is a welcome sign that some stimulating reading material on the purpose, content and practice of teaching is being provided for primary and secondary school teachers who may not have sufficient command over the English language to keep pace with the latest educational trends.

The book does not propound any original theory. It brings together, under a single volume in precise note form, an account of modern methods—the Dalton method, the Project method and so on—and discusses their applicability to the Indian educational set-up. A short bibliography appears at the end of each chapter.

A. N. D.

'Talimi Khutbat' (Educational Addresses)—By Dr. Zakir Husain, Published by Maktaba Jamia Ltd. Price Rs. 3/-.

THESE addresses collected by an educationist of repute have an easy spontaneity which is meant even more for the ear than for the eye. They make a direct appeal to the listener or reader and make a strong emotional impact on him without destroying his ability to think for himself. A noteworthy feature of the addresses is their simplicity, freedom from jargon and cliche. The style is conversational and racy.

A. N. D.

Report of the Second National Seminar on the Organisation of Community Centres—1951. Indian Adult Education Association, 30, Faiz Bazar, Delhi.

SINCE 1950, the Indian Adult Education Association has focussed the attention of the public on important issues in the field of Social Education, by means of Annual Seminars. This book contains a gist of the work of the Second Seminar on Community Centres. The Seminar agreed that Community Centres are the most suitable agency for Adult (Social)

Education, and the papers presented at the Seminar, as well as the discussions that followed, dealt with various aspects of their organisation e.g., their functions, activities, leadership, personnel, premises and equipment.

A reading of the Report leaves one with the impression that though theoretical aspects of the question were dealt with comprehensively, the Seminar did not take a *bite* on the situation in India. It seems that the lack of rich experience in the field of community centres handicapped the participants. The result is that the Seminar cannot be said to have made a fresh contribution to the subject.

Sohan Singh

'Education in a Technological Society'— Published by Unesco Price $. 75.

IN 1950 Unesco resolved to 'enquire into the influence of modern technology upon the attitudes and mutual relationships of peoples' and in 1951, its programme included 'the study of methods employed in Member States for developing their educational systems to meet their technological needs.' The present volume—'Education in a Technological Society'— in the *Tensions and Technology Series* is the outcome of the international conference of experts, which met at Unesco House in June, 1950, and proposed certain broad outlines of action to this end. The experts' findings have helped Unesco to pose a number of questions to Member States and a Report based on these questions will be laid before the Executive Board and the Unesco General Conference for action.

A. N. D.

"Compulsory Education in the Philippines"—By Antonio Isidro, Juan C. Ganave, Priscila S. Manalang and Matilde M. Valdes. Price $ 75.

"COMPULSORY Education in the Philippines"—by Antonio Isidro, Juan C. Ganave, Priscila S. Manalang and Matilde M. Valdes—is one of the series on *Studies in Compulsory Education* begun by Unesco in 1951. The brochure which includes Chapters on 'Present status of compulsory education', 'General factors influencing compulsory education', 'Overcoming the obstacles to compulsory education', gives a clear and comprehensive account of growth and the present-day overall picture of this aspect of education in the Philippines.

A. N. D.

"The Bihar Educationist" (Quarterly Educational Journal) Mahendru, Patna-6. Price Re. 1/-/-.

"THE Bihar Educationist" is a new quarterly educational journal published by the Bihar Education Association. It is not an official publication of the Government of Bihar, though as an organ of the different Boards of Education, it throws light upon the progress of educational schemes sponsored by the State.

Articles in English and Hindi are contributed by Mr. S. H. Wood, Miss Marjorie Sykes, Dr. K. N. Bhal, Dr. K. K. Datta, Acharya Vinoba Bhave and others.

H. H. Mosavi

"Union Catalogue of Medical Periodicals in Indian Libraries".—Published by the Directorate-General of Health

Services, Government of India, New Delhi.

"THE Union Catalogue of Medical Periodicals in Indian Libraries" (Corrected up to 31st November, 1950) is a revised edition of the consolidated catalogue published by the Directorate-General of Health Services, Government of India, New Delhi.

A useful reference for medical research workers in India.

H. H. Mosavi

Education in India, 1948-49: Ministry of Education, Government of India; Price Rs. 11-4-0.

THIS pamphlet, in two parts, discusses the progress achieved during the year in various fields of education. It is amply illustrated with suitable charts and contains detailed statistics touching on all aspects of education. The three appendices give an account of the qualifications, scales of pay, etc. of the Provincial Education Directorates, and Primary and Secondary School Teachers. A valuable guide to educators in evolving future educational plans.

Education in the States of the Indian Union, 1949-50: Ministry of Education, Government f India; Price Rs. 4-14-0.

EDUCATION in the States of the Indian Union 1949-50' published by the Ministry of Education, Government of India is a statistical survey of education in the States of India. It gives State-wise statistical data regarding institutions, students on rolls, expenditure on recognised educational institutions of all types, teachers in schools for general education and examination results for the year under review. Figures for 1948-50 each of the above items have also been included for comparative study. This careful and accurate compilation should be useful to educators and administrators equally.

S. C. Roy

'The Teaching of Local History in the Delhi Schools'.—By Dr. Som Nath Saraf. Publications Division 1953.

'THE Teaching of Local History in Delhi Schools' is the title of a 42-page brochure by Mr. Som Nath Saraf, which appeared in three instalments in the July, October (1952) and January 1953 issues of "Shiksha". The purpose of this study was to 'investigate various problems connected with the teaching of Local History in Delhi Schools' and was inspired by the syllabuses of Delhi's primary, middle, high and higher secondary schools.

A. N. Dhawan

Institutions for Higher Education in India 1953; Ministry of Education, Government of India: Price Rs. 1-6-0.

THIS pamphlet which is a cyclostyled publication of the Ministry of Education, Government of India, contains (1) lists of universities with teaching departments and affiliated colleges, (2) a list of institutions not affiliated to universities, (3) a list of Intermediate colleges recognised by various Boards. In addition, there are lists of research institutions and laboratories and institutions for post—Matric Diplomas/Certificates in Engineering and Technology. Except for minor typographical errors here and there the set-up of this statistical publication is commendable and should serve students, Indian and foreign, as a useful guide.

S. C. Roy

Bibliography of Children's Books in English

In response to many requests we publish in this issue a first instalment of a bibliography of children's books in English in the Central Educational Library. It is intended chiefly for the use of primary school teachers and for children between the ages of three and six years. Our next instalment of the bibliography will consist of books in English for children between seven and 12 years of age, and the third instalment will contain books for children between 13 and 16 years.

EDITOR

CHILDREN'S BOOKS

Age Group 3—6 Years

E—EASY BOOKS

Adams, G. A.

First things; a picture book in colour photography. London, Collins, 1946.

The Adventures of Piker the Pup.

All colour picture book. London, Birn.

Anderson, H. C.

The Beetle. London, Sandle Bros., 1944. 32 p, illus.

The ugly duckling; illus. by Will Nickless. London, Penguin Books, 47 p, 22 cm. (Perpoise Books. ed. by Grace Hogarth).

Animal babies. London, Ward, Lock.

Animal fun picture book. London, Ward, Lock.

Ardizzone, Edward.

Little Tim and the brave sea captain. London, O.U.P. 32 p.

Tim and Charlotto. London, O.U.P., 1951.

Atkinson, Winifred.

Alphabet street; drawings by Haz. London, O.U.P.

A way we go. London, Milford.

Baker, Margaret.

A matter of time; picture by Mary Baker. Oxford, Blackwell. 32 p, illus.

Barache, Madeline.

Mushoo in mushroom land; an exciting adventure for boys and girls. London, Amex. 26 p.

Barrett, Charles & Shead, I. N.

Kooborr the Koala; decorations by J. K. Monroe. London, O.U.P., 1943. 48 p, illus.

Barrie, J. M.

The Nursery Peter Pan and Wendy. London, Brockhampton. 52 p.

The battle of red squirrel wood; a story for young folk. London, Wadman.

Betty's busy day. London, Collins, 16 p. illus.

Billy bear's birthday.

Binyon, Helen & Binyon, Margaret.

Birthday party. London, O.U.P. 39 p.

A Country visit. London, O.U.P. 39 p.

Birth of Jesus; illus. by R. T. Cowern. Great Britain, Folding Books.

Blyton, Enid.

At Apple-tree farm; pictured by E. A. Soper. Leicester, Brockhampton. illus.

Dame Slap and her school. London, Newnes. 89 p.

Dog that went to fairyland. Leicester, Brockhampton. 36 p, illus.

The runaway kitten; pictured by E. A. Soper. Leicester, Brochampton. 31 p. illus, 21½ cm.

Surprising caravan; pictured by E. A. Soper. Leicester, Brokhampton. 31 p, 40 p, 18 cm.

Teddy bears party; pictured by E. A. Soper. Leicester, Brockhampton. 32 p, illus.

Book for little folks. London, Tuck.

Our everyday world. London, O.U.P. 6 volumes.

Contents

V. 1 The pillar box.
V. 2 The bus.
V. 3 The water tap.
V. 4
V. 5
V. 6 The fire engine.

Boyce, E. R.

Playtime.

At Home; pictures by D. L. May. London, Macmillan.

People we all know.

Travelling; pictures by Bruse Cornwal London, Macmillan. illus.

Brer rabbit.

Brooke, L. L.

Little Bo-peep; a nursery rhyme picture book. London, Warne, n.d. illus, 18 cm.

The man in the moon; a nursery rhyme picture book. London, Warne, n.d. illus, 18 cm.

The story of the three little pigs. London. Warne. 24 p, 17½ cm.

Brooke, L. L.

Three little bears. London, Warne. illus.
Tom Thumb. London, Warne. 24 p, 17 cm.

Brunhoff, Jean De.

Babar the king. 3rd ed. London, Methuen, 1945. 48 p, 35 cm.

Brunhoff, Lourent De.

Babar's visit to bird island. London, Methuen. 40 p.

Buntipit and the willow tree; illus. by N. L. Mathews.

Caldecott, R.

R. Caldecotts' second collection of pictures and songs. London, Warne. V. 2.

Charles, R. S.

A roundabout turn; drawings by L. Leslie Brookes. London, Warne.

Charley the chicken. London, R.A. Publishing Co. 32 p.

Chichester, Imogen.

The sad tale of the greedy boy. London, Collins, 1944. 21 p, 22½ cm.

Clarke, E. L.

Drowsy and Timmy go South; illus. by Arnrid Johnston. London, O.U.P., 1946. 32 p, 17½ cm.

Colour photo books. Leeds. Arnold. 12 Vols. Contents.

V. 1 Toys.
V. 2 Here and there.
V. 3 At work.
V. 4 At play.
V. 5 Scenes.
V. 6 First zoo book.
V. 7 Games.
V. 8 Second zoo book.
V. 9 More toys.
V. 10 Out of doors.
V. 11 More scenes.
V. 12 More workers.

Cowboys. London, Ward, Lock.

Cresthwaite, D. M.

The tale of Kinikot; a story for children London, Eyre and Spottiswoode, 1933. 60 p.

Dawson, Muriel.

Happy days. London, Tuck. 17 p. 24. 5 cm.

De La Mare, Walter.

Jack and the beanstalk. London, Houghton Press, 1951.

Dealtry, Dorothy.

See. London, Blackie. Vol. 3.

Denes, Gee.

Jennifer goes to school. London, Nelson. n.d. 38 p, illus.

Derwent, Lavinia.

Dill, the duck. London, Collins Clear-Type Press 1946. 10 p, illus.

Tim, the mouse; illustrated by M. Anderson. London, Collins Clear-Type Press, 1946. 10 p, illus.

Donkeys; a pretty story for girls and boys. London P. M. Productions, n.d. 44 p.

Dolly's book.

Egan, Constance.

Epaminondas and the eggs; illustrated by A. E. Kennedy. London, Collins, n.d. 64 p, 13½ cm.

Egypt and Palestine story book.

Ellsworth, E. E.

Pinocchio; the tale of a puppet. London, Blackie, n.d. 64 p.

Eulalie.

Ragland Sally's garden caravan carnival; it is fun to count. London, Bairn's Books, n.d. 72 p, 18½ cm. (The "Little Stories" series).

Farm animals. London, Nelson, n.d.

Farm friends. London, Tuck, Nelson, n.d.

Farmyard book in colour photography. Collins, n.d.

Farmyard friends. London, Tuck, n.d. illus.

Farmyard picture book. London, Ward, Lock, n.d.

Farrar, Jeanne.

Elve's party. Leicester, Brockhampton, n.d. illus.

Field and wood. London, Blackie, n.d.

Fluffy duckies. London, Tuck, n.d.

For dolly and me.

Ford, Jenifer.

Patsy Podger and the chilly scarecrow. London, Harrap, n.d.

Patsy Podger plays the game. London, Harrap, n.d.

Four-footed friends. London, Blackies n.d.

Full of fun picture book. London, Ward, Lock, n.d.

Golden goose; with drawings by L. Leslie Brookie. London, Warne, n.d.

The golden picture book of motors. London, Ward, Lock, n.d. illus.

Good friends animal picture story. Chicago, Childrens Press, 1948, illus.

Gould, Elizabeth.

Country holiday; illustrated by E. A. Soper. London, Blackie, n.d. illus.

Farm animals. London, Blackie, n.d.

Greenaway, Kate.

Apple pie. London, Warne, n.d.

Under the window; pictures and rhymes for children. London, Warne, n.d. 55 p, illus.

Growing things.

Guinea pig goes to town. London, Juvenile Productions, n.d. illus.

Ginger the cat; the strange tale of a cat. London, Tuck, n.d.

Hall, Cyril.

Boats big and little. London, Blackie, n.d.

The Hardy tin soldier. London, O.U.P., n.d.

Harford, Violet.

Sunshine corner; picture and story book. London, Juvenile Productions, n.d. illus.

Hawkinds, Sheila.

Bear brothers holiday. London, O.U.P., 1944.

Henning, Paul.

Beautiful things around you; a picture book in colour photography. London, Hachette, 1946. 31 p, illus.

Hemsley, Harry.

Horace at the zoo. London, Tuck, n.d. 17 p, 22 cm.

Herbert, E. F.

The story of blossom the brave balloon. London, Muller, 1953.

Heward, Constance.

Chappie. London, Warne, 1944.

Hewett, I. H.

Mrs. Mouse of wainscot house. London, Pitman, 1952. 44 p.

Hillyard, M. D.

Our camping holiday. London, Blackie, n.d.

Our caravan. London, Blackie, n.d.

Honness, Elizabeth & Doane, Pelagie.

Did you ever? London, O.U.P., 1940.

In the country. London, Blackie, n.d.

In the sunshine. London, Blackie, n.d.

Ivimey, J. W.

Complete version of the three blind mice. London. Warne. n.d. 31 p, illus.

Jolly picture book. London, Ward, Lock, n.d.

Joan, Natalie.

Amoliaranne in town. London. Harrap, n.d. illus.

Kennedy, A. E.

Frolicsome friends. London, Blackie, n.d. front, col. illus, 26 cm.

Just a funny book. London, Blackie, n.d.

Kentuck twins. London, Tuck, n.d.

Knight, M. F.

The laughing hour. London, Pitman, 1944. 68 p, illus.

Koala babies. London, Collins, n.d.

Lucie Attwell's annual. London, Dean, n.d. 124 p.

Lambert, H. G. C. M.

Easy reading book. London, Ward, Lock, n.d.

Lassie and Thomas. London O.U.P., n.d.

Leaf, Munro.

Fair play. London, Warne, 1949. 93 p.

Story of Simpson; illustrated by Robert Lawson. London, Warne, 1944.

Little Bo-Peep; a nursery rhyme picture book; with drawings by L. L. Brooke. London, Warne, n.d. illus. (Leslie Brook's little books.)

Little ones at play. London, B. B. Ltd., n.d.

Little Red Riding Hood; illus. by Parica Turner. Great Britain, Folding Books. n.d.

Little Snow White. London, Juvenile Productions, n.d. illus.

Little stories for little folk. London, Blackie, n.d.

Louisa Aunt.

Warnes first book for children. London, Warne. n.d.

Massie, Amoso.

Baby's book; a collection of traditional and original games, rhymes, stories, and suggestions for children of one to three years of age. London, Nelson, n.d. 56 p, 23½ cm.

Meet the twins. London, Tuck, n.d. 16 p. 24 cm.

Merry days at apple-tree farm. London, O.U.P.

Merry moments picture book. London, Ward, Lock, n.d. illus.

Monkeys; a merry story of lovable friends. London, P. M. Productions, n.d. 46 p, illus.

A Mousey tale. London, Juvenile Productions, n.d. 10 p, 19½ cm.

Muckley, A. F.

Sly Bill again. London, Collins Clear-Type Press, n.d.

My first book. London, Blackie, n.d.

My railway ABC. London, Tuck, n.d. 18 p. 21 cm.

Neurath, Marie.

The wonder world of animals. London, Max Pavish, n.d. 36 p, illus.

Oranges and lemons; a nursery rhyme picture book; with drawings by L. L. Brooke. London, Warne, n.d. illus. (Leslie Brookes little books.)

Our darling's first book; bright pictures and easy lessons for little folk. London, Blackie, n.d.

Pickles at play. London, Blackie, n.d.

Picture book of dogs. London, Ward, Lock, n.d.

Picture book of firemen. London, Ward, Lock, n.d.

The Picture book of horses. London, Ward, Lock, n.d. illus.

Picture book of trains. London, Ward, Lock, n.d.

Picture book series. Leeds, Arnold, n.d. V. 2, V. 2A, V. 3, V. 4, V.5 and V. 6.

Contents.

V. 1

V. 2 Word picture book.

V. 2A Animals and birds.

V. 3 Phrase and sentence book.

V. 4.

V. 5 Commands picture book.

V. 6 Nursery rhymes book.

Podgy at the seaside. London, Nelson, n.d. illus.

Pope, Jessie.

My animal friends. London, Ward, Lock, n.d.

Picture book of kittens. London, Ward, Lock, n.d.

Potter, Beatrix.

The tale of Benjamin Bunny. London, Warne, 1909. 85 p, 13½ cm.

The tale of Ginger & Pickles. London, Warne, n.d. 75 p.

Tale of Pigling Bland. London, Warne, n.d. 94 p, illus.

The tale of the Flopsy Bussies. London, Warne, 1909. 95, 13½ cm.

The tale of the Pie and the Patty-pan. London, Warne, n.d. 76 p, 13½ cm.

The tale of Timmy Tiptoes. London, Warne, 1911. 85 p, 13½ cm.

Tale of two bad mice. London, Warne, 1904. 53 p, illus.

Puss in boots. Lahore, Children Publishers, n.d

R.A.F. story book.

Railways; picture book with story. London, P. M. Productions, n.d. illus.

Rees, G. M.

ABC and all that; a first lesson book for baby. London, Hale, n.d. 86 p.

X. Y. Z. and after; a first book of knowledge following ABC and all that. London, Hale, n.d. 85 p.

Richardson, Gloria.

The Advice of the Dandelions; illus. by K. Allen. London, Collins, 1943. 47 p, illus.

Shackell, Dora.

John and Pamela. London, Museum Press, n.d.

Ships.

Soglow, C.

Everything's rosy. New York, Farrar & Rinehart, n.d.

Southey, Robert.

Three bears. London, O.U.P., n.d. 32 p, illus.

Squirrels; a woodland story for girls and boys. London, P. M. Productions, n.d. 46 p.

Stageylus.

Stephenson, N. T.

My animal picture book. London, Sandle Brothers, n.d. illus.

Story pageant series. London, Cassell, V. 1, V. 3, V. 4, V. 6, V. 13.

Contents.

V. 1 The Pied Piper.

V. 3 The King of the golden river.

V. 4 Hansel & Gretel.

V. 6 Red Riding Hood.

V. 13 Aladdin.

Story of the three little pigs; with drawings by L. Leslie Brooke. London, Warne, n.d.

Strang, Herbert.

Merry May time. O.U.P., n.d.

Our garden; a little book of story and verse. London, O.U.P., n.d.

Rebecca and the rabbit. London, O.U.P.

Silver bells. London, O.U.P., n.d.

Struwwelpeter, or, merry stories and funny pictures. London, Blackie, n.d.

Sunnyside farm; about farm friends. London, Tuck, n.d.

Tabori, Paul.

The lion and the vulture; with pictures by Joseph Avrach. London, Peter Lunn, 1944. 24 p, 25 cm.

The tale of quack and chick. London. Juvenile Productions, n.d. illus.

Teddy bear's party.

That's mine. London, Blackie, n.d.

Thiebaud, Wayne and Thiebaud, Patti. Hiy there! come with me and meet the number, family. Clendale, Criffin-Patterson, 1947.

Three little pigs. London, O.U.P., n.d.

Tournour, Margaret.

Little Billy Brown of London town. London, O.U.P., n.d.

Trains. London. Nelson, n.d. illus.

Trodinnick, Robert.

Mou Mou; the field mouse. Leicester, Brockhampton, n.d. illus. 19 cm.

Uttley, Alison.

Little grey Rabbit's birthday; pictures by M. Tempest. London, Collins, 1944. 88 p, illus.

Victoria.

Life and adventures of Timothy Turnip. London, O.U.P.

Whimseybus. Wild rose story book. London, Blackie, n.d.

Williamson, Alice.

Big brown clock. Leeds, Arnold, n.d. (Gay colour books no. 7.)

Little pink pig. London. Arnold, n.d. 30 p, 18½ cm. (Gay colour books no 8.)

The Little black cat; illus. by Sheila Dunn. London. Arnold. n.d. illus. (Gay colour books no. 6.)

Zoo springs to life. Calcutta, Radio Supply Stores, n.d. 16 p, illus.

F—FICTION

Aldous, Allan.

Mcgowan goes to sea; illus. by M. Mackinlay. London, O.U.P., 1945. 154 p.

Bright story readers.

My nine lives by G. E. Wiles. London. Arnold. n.d. 31 p.

Norwegian folk tales, by F. A. Tapsell. London, Arnold, n.d.

Sindbad the sailor from the Arabian Nights. London, Arnold, n.d. 64 p.

Stories from Tibet, retold by F. A. Tapsell.

London, Arnold, n.d. 46 p.

A tale of two mystries. London, Arnold, n.d. 63 p.

The ugly ducking and other stories by H. C. Anderson. London, Arnold, n.d. 32 p.

Browning, Robert.

The flight of the duchess; the story from the poem by R. Browning, told to children by J. Field. London. Crowther. n.d. 40 p. illus.

De La Mare, Walter.

Dick Whittington. London, Hulton Press, 1951. illus.

Gould, Elizabeth.

Holidays on the farm; illus. by E. A. Soper. London, Blackie. n.d.

Gulliver; adapted by F. H. Lee; illustrated by Willy Pogany. London, Harrap, 1950. 64 p, illus.

Henning, Paul.

Sweet home; from Kenneth Grahame's "The Wind in the Willows". London. Methuen. 1946. 34 p.

Herbert, Jane.

More about Sam and Dan. London. Cassell, n.d. 16 p, illus.

Timothy and Benjamin. London. Cassell. n.d. 16 p, illus.

Kingsley, Charles.

The Water babies. London, Juvenile Productions, n.d.

Mead, Stella.

The Adventures of wibbly mouse; illus. by Lottie Gorn. London, Amex, n.d.

F. S. STORY COLLECTIONS

Stories of our pets. London, Blackie.

Story of Aladdin and his wonderful lamp; dolls designed and made by Amalia Serkui. London, Collins, 1945. 36 p, illus.

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Holidays by sea and river; illus. by E. A. Soper. London, Blackie, n.d.

Horler, Sydney.

The House in Greek street; with the devil and the deep and knights at arms. London, Crowther. 1946. 120 p.

220 BIBLE STORIES

A Book of Miracles; scripture stories for children; with coloured illustrations. London, Blackie, n.d.

385—RAILWAYS

Hall, Cyril.

Railroad and train. London, Blackie, n.d.

Mason, F. H.

Our trains. London, Tuck. n.d.

Railway giants. London. Nelson, n.d.

398 FAIRY TALES, FOLK LORE

Aesop's fables. New York, Hyperion Press, 1944. 71 p. illus.

Aladdin; retold by F. H. Pritchard; illus. by H. C. Appleton. London, Harrap. 1951. 64 p, illus.

Animal land nursery rhymes and fairy tales. London. Birn, n.d.

Brisley, N. K.

Favourite fairy tales; Red Riding Hood; sleeping beauty; Cinderella. London, Ward. Lock. n.d.

Crane, Walter.

Baby's own Aesop, being the fables condensed in rhyme with portable morals. London. Warne, n.d. 55 p, illus.

Dhar, Somnath.

Kashmir folk tales; illus. by P. Sen; foreword by Rameshwari Nehru. Bombay, Hind Kitabs, 1946, 63 p, illus.

Fairy folk picture A.B.C. London, Juvenile Productions. n.d. 94 p, illus.

Fairy-tale favourites. London, Tuck, n.d.

Favourite fairy stories: the three bears, puss in boots; Snow White and the seven little men. London, Ward, Lock.

Girand, S. L. ed.

Sleeping beauty. Finchley, Bookano; n.d. illus.

Granny's old stories; fairy tales for little folk; illus. by John Hassall. London. Blackie, n.d.

Hansandybus.

Magicbus.

Robin Hood. London, Arnold, n.d. 48 p, illus.

Robin Hood; retold by F. H. Lee; illus. by H. C. Appleton. London, Harrap. 1947, 78 p. illus.

Storybus.

Wickham, Constance.

Adventures with the flower fairies. London. Sandle, n.d.

Wonderbus.

398.8 MOTHER GOOSE RHYMES

Barnett, F. O.

Happy endings to old nursery rhymes. London. Harrap, 1947.

Kennedy, A. E.

Mother Goose rhymes. London, Juvenile Productions, n.d.

Marks, Winifred.

Hey Diddle Diddle! a book of nursery rhymes. London, O.U.P., n.d. illus.

Marsh Lambert, H. G. C.

Nursery verses. London, Ward, Lock, n.d.

Montgomerie, Norah & Montgomerie, William, ed.

Scottish nursery rhymes. London, Hogarth Press, 1946. 150 p, illus.

More nursery rhymes. London, Blackie, n.d.

Mother Goose. Chicago. Children Press, n.d. illus.

Mother Goose. London, B. B. Ltd., n.d.

Mother Goose. Bumper. Mother Goose book. London. Collins, n.d.

Mother Goose. The little one's nursery book. London, Blackie, n.d. 16 p.

Mother Goose. Mistress Mary's nursery rhyme book. London. Birn. n.d.

Mother Goose. Mother Goose or the old nursery rhymes. London, Warne, n.d. 52 p.

Mother Goose. 365 Bedtime nursery rhymes; a rhyme for every day in the year. Racine, Whitman; 1946. 381 p.

Mother Goose nursery rhymes. London, Nelson, n.d. 282 p.

Mother Goose; a comprehensive collection of the rhymes made by Willian Rose Benet arranged and illustrated by Roger Ouvoisin. New York. Heritage illustrated bookshelf, 112 p, illus.

Mother Goose; the complete book of nursery rhymes; illus. by Dorothea J. Snow, Racine Whitman Publishing Co., 1941. 380 p, illus.

My first nursery book; drawings by Franciszka Themerson.

My nursery rhymes book. London, Tuck. n.d. Nursery rhymes.

Nursery rhymes. London, Blackie, n.d.

Nursery rhymes. London. ward, Lock, n.d.

Nursery rhymes. London, Tuck, n.d.

Nursery rhymes; the babes in the wood; Tom the piper's son; old mother Hubbard and her dog. London, Blackie. n.d.

Old time nursery rhymes. London. Juvenile Productions, n.d.

Shashi's book of nursery rhymes. London. Children Publishers, n.d.

Sixty-six favourite nursery rhymes. London. Walker, n.d.

Some nursery rhymes. London, Blackie, n.d. Contents.

1. Old Dame Trot.
2. Sing a song of six pence.
3. Jack & Jill.

To Banbury X; ride a cock horse to banbury cross. London. Haverstock Publishers, n.d. 18 p. 22 cm.

428.6 PRIMERS

Adventures in reading. London, O.U.P., 1946-47. 6 books.

Bk. 1.

Bk. 2 The Picnic. 1946.

Bk. 3 The Farmer. 1946.

Bk. 4 A Holiday on the farm. 1946

Bk. 5 The Circus. 1947.

Bk. 6 Green island. 1947.

Adventures in writing. London, O.U.P., 1949-50. 6 books.

Bk. 1 Red Indians. 1949.

Bk. 2 The Picknic. 1949.

Bk. 3 The Farmer. 1949.

Bk. 4 A Holiday on the farm. 1949.

Bk. 5 The Circus. 1950.

Bk. 6 Green island. 1950.

Beacon supplementary readers. London, Ginn, n.d. V. 3 & V. 4.

V. 3 Wise little goat and other stories.
V. 4 Faithful beasts and other stories.

Ellsworth, E. E.

Patch. London. Blackie, n.d. 64 p, 18½ cm. (Blackie's large type supplementary infant readers—intermediate).

Pinocchio; the tale of a puppet. London, Blackie, n.d. 64 p, 18½ cm. (Blackie's large type supplementary infant readers —junior).

Strongwing. London, Blackie, 1939. 64 p, 18½ cm. (Blackie's large type supplementary infant readers—senior.)

Field, W. T.

The field readers, book five. London, Ginn, n.d. 96 p, illus.

French, F. G.

English through pictures. London, O.U.P., n.d. V. 2 and V. 3.

Harris, Eva.

Jingle reading books. London, Blackie, n.d. V. 3, V. 4, V. 5.

Liaison.

Sound advice for students of English. London, Longmans, n.d. 32 p.

Little books. London, Macmillan, n.d. V. 2 3, 4, 6, 8 and 10.

Contents.

V. 2 The Dolls party.

V. 3 Robin's house.

V. 4 Robin's dog.

V. 6 A Box shop.

V. 8 Mother's first story.

V. 10 The Paper dolls.

Martyn, Iren.

Learning to read; a series of four books providing a child's first lessons in reading. Holloway, Harper, n.d. 4 vols.

More adventures in writing. London, O.U.P., 1950. 6 books.

Bk. 1 Camping out.

Bk. 2 The red house.

Bk. 3 The fair.

Bk. 4 Tracking adventures.

Bk. 5 The saucy Jane.

Bk. 6 The old mill.

More adventures in reading. London, O.U.P., 1949-50. 6 books.

Bk. 1 Camping out. 1949.

Bk. 2 The red house. 1949.

Bk. 3 The fair. 1949.

Bk. 4 Tracking adventures. 1949.

Bk. 5 The saucy Jane. 1950.

Bk. 6 The old mill. 1950.

My first story book. London, Macmillan, 1950. 32 p.

My second story book. London, Macmillan, 1950. 64 p.

My sound and story book. London, Macmillan, 1949. 112 p.

New Deccan readers by F. J. A. Harding & M. S. Doraiswami Bombay, O.U.P., 1939. V. 1.

Pope, Florence.

Golden voice; literary extracts, dramatic pieces, poems and jingles from the "Golden Voice". London, Cassell, 2 Vols.

Thompson, Alice.

Wee Brownie's chick-a-dees. London, Blackie, 1934. 63 p.

500 SCIENCE

Basic science education series.

Animals and their young by G. O. Blough. Evanston, Peterson, 1951. 36 p. illus.

Animals that live together by G. O. Blough Evanston, Peterson, 1950. 36 p. illus.

An Aquarium by G. O. Blough. Evanston, Peterson, 1950. 36 p, illus.

Birds in the big woods. Evanston, Peterson, 1951. 36 p, illus.

Doing work by G. O. Blough. Evanston, Peterson, 1948. 36 p, illus.

Fall is here by B. M. Parker. Evanston, Peterson, 1951. 36 p. illus.

How the sun helps us by G. O. Blough & Ida. B. Depencier. Evanston, Peterson, 1950. 36 p. illus.

Insect parade by G. O. Blough. Evanston, Peterson. 1951. 36 p, illus.

Spring is here by B. M. Parker, Evanston. Peterson. 1951. 36 p. illus.

Summer is here by B. M. Parker, Evanston, Peterson. 1950. 36 p. illus.

Toys by B. M. Parker. Evanston. Peterson, 1951. 36 p. illus.

Useful plants and animals by G. O. Blough. Evanston, Peterson. 1951. 36 p, illus.

Winter is here by B. M. Parker. Evanston. Peterson. 1950. 36 p, illus.

Wisdom book. Amritsar, Steno Press, n.d 24 p, illus.

511 ARITHMETIC

Burns, D. F.

The Way of number book 3. London, Collins Clear-Type Press, n.d. 32 p.

Horewitz, Caroline.

Learning is fun for boys and girls from 5-8. New York. Hart, 1952. 159 p, illus.

580 PLANTS AND FLOWERS

Selsam, M. E.

Play with leaves and flowers. New York. Morrow. 1952. 64 p, illus.

Zim, H. S.

What is inside of plants. New York. Morrow, 1952. 30 p, illus.

590 ANIMALS

Longden, H. W. D.

Beasts and birds of Africa. London. O.U.P., 1946. 80 p, illus. (Simple science in simple English).

595·7 BEES.

Adrian, Mary.

Honey-bee; illus. by Barbara Latham. N. Y., Holiday House. 1952.

613 HEALTH

Leaf, Munro.

Health can be fun. London. Warne, 1944. 56 p, illus.

636·5 EGGS

Selsam, Millicent.

All about eggs and how they change into animals illus. by Helen Ludwig. N. Y., Scott, n.d.

680 HANDICRAFT

Catford, Nancy.

Making nursery toys, London. Frederick, 128 p, 7″.

Kelly, R. B. T.

Paper birds. N. Y., Penguin books, n.d. 30 p.

790 GAMES

Rybus, D. D.

Forty-five easy games for infants and juniors. London. O.U.P., 1939. 47 p.

821 ENGLISH POETRY

Green, M. C.

Stars and primroses; an anthology lettered and illuminated. London, John Lane, 1945.

Milne, A. A.

Now we are six. London, Methuen, 1946. 103 p, illus.

909 HISTORY

Cumberledge, M. R.

World history in Picture and Story. ed. by F. H. Mackay. Huddersfield, Schfield & Sims, 1949. 3 Vols.

912 ATLASES

My first atlas. Edinburgh, Johnston, n.d.

942 HISTORY OF GREAT BRITAIN

Potter, Margaret & Potter, Alexander.

History of the country-side. Puffin Picture books, n.d.

B. BIOGRAPHY

Children's Gandhiji.

Children's Tagore. Luckonw, Universal Publishers, n.d. 19 p, illus.

Nehru, Jawaharlal.

New Delhi, National Book Stall. 16 p. n.d.

INDEX TO ARTICLES

LIST OF PERIODICALS INDEXED

Adult Educ Rev—Adult Education Review. G. Harisarvottama Rau, ed. The South Indian Adult Education Association, Madras 1. (m).

Educ—Education. Kali Prasad, ed. Rs. 10 T.C.E. Journals and Publications Ltd., P.O. Box 63, Lucknow. (m).

Educ Quar—Education Quarterly. Rs. 7. Ministry of Education, Government of India, New Delhi—1. (q).

Educ Ind—Educational India. M. Venkatarangaiya ed. Rs. 4-8-0. Masulipatam, S. India. (m).

Educ Rev—Educational Review. A. N. Parasuram, ed. Rs. 5. 14/A, Sunkuwar Street. Triplicane. Madras. (m).

Ind Jnl Adult Educ—Indian Journal of Adult Education. Ranjit M. Chet Singh, ed. Rs. 5. 30. Faiz Bazar, Delhi. (q).

Jnl Educ Psych—Journal of Education and Psychology. T. K. N. Menon, ed. Rs. 4. Secondary Teachers College, Baroda. (q).

Prog Educ—Progress of Education. N. V. Kinkar, ed. Rs. 6-9-0. Lokasangraha Press, 624, Sadashiv Peth, Poona-2. (m).

Sch World—School World. K. G. Warty, ed. Rs. 3. 117, Thalakwadi, Belgaum. (m).

South Ind Teach—South Indian Teacher. S. Natarajan, ed. Rs. 4. 520, High Road, Triplicane, Madras-5. (m).

Teach Jnl—Teacher's Journal. Birendra Nath Chakravarti ed. Rs. 7. A.B.T.A. Office, 15, College Square, Calcutta. (m).

Teaching—Teaching. Rs. 3-8-0. Oxford University Press. P.B. No. 31, Bombay-8. (q).

KEY TO ABBREVIATIONS

+	Continued on later pages of the same issue.
Ap	April
D	December
F	February
J	January
Mr	March
m	Monthly
N	November
O	October
q	Quarterly
S	September.

The following is a sample explanation of abbreviations used:—

Kini, U. S.

Discipline—Its demands on school organisation. South Ind Teach 26 No. 1: 7-9 J '53.

The article of U. S. Kini will be found in South Indian Teacher volume 26 no 1 on pages 7-9 of the January 1953 issue.

ADULT education

Community responsibility for literacy education (from School Life). Ind Jnl Adult Educ 14 no 1: 4-9 Mr '53.

Planning adult education. S. Chakravarti. Educ Rev 59 no 2: 32-34 F '53.

Social adult education through service leagues. S. Jagannadhan. Educ Rev 59 no 3: 41-44 Mr '53.

Social education and the student population. Editorial. Adult Educ Rev 4 no 5: 93-95 Mr '53.

Some trends in worker's education in India. V. S. Mathur. Ind Jnl Adult Educ 14 no 1: 28-36 Mr '53.

ADULT education—Aims & Objectives

Objectives of social education. D. L. Ananda Rao. Adult Educ Rev 4 no 4: 77-79 F '53.

Purpose and objective of adult education defined; G. Harisarvottama Rau's address to 9th annual conference. Adult Educ Rev 4 no 3: 55-66 J '53.

ADULT education—Conferences, seminars

The third national seminar on adult education, Delhi, Editorial. Adult Educ Rev 4 no 3: 47-49 J '53.

ADULT education—Library , Participation

Public libraries; a dynamic factor in mass education. N. R. Roy. Ind Jnl Adult Educ 14 no 1: 10-13 Mr '53.

ADULT education—Literature

Literature for the neo-literate; G. H. Rau's plea for a practical outlook. Adult Educ Rev 4 no 3: 66-68 J '53.

National seminar on preparation of literature of neo-literates; Prime Minister's plea for social education. Adult Educ Rev 4 no 3: 50-52 J '53.

Production of continuation literature for new adult literates. Adult Educ Rev 4 no 5: 97-101 Mr '53.

ADULT education—Australia

Adult education in Australia. V. B. Karnik. Prog Educ 27 no 8: 226-30 Mr '53.

ADULT education—India

Social (adult) education effort in Travancore Cochin State. Editorial. Adult Educ Rev 4 no 4: 73-76 F '53.

ADULT education—New Zealand

Adult education in New Zealand. V. B. Karnik. Ind Jnl Adult Educ 14 no 1: 13-23 Mr '53.

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Secondary education section; presidential address. Teach Jnl 32 no 1: 1-5 J '53.

Ayyangar, C. R.

The XXVII All India Educational Conference: Secondary education section. Educ Ind 19 no 7: 211-14 J '53.

Ayyangar, N. Kuppuswami

A warning to basic educationists. Educ Rev 59 no 1: 3-5 J '53. Prog Educ 27 no 8: 230-33 Mr '53.

Anantham, K. R. K.

The pivotal problems of physical education. Ind Jnl Adult Educ 14 no 4: 221-27.

Austin, D. B.

Trends in secondary education in the United States of America. Jnl Educ Psych 10 no 4: 170-75 J '53.

Avinashilingam, T. S.

The Task of secondary education reorganisation. Jnl Educ Psych 10 no 4: 183-86 J '53.

Balasubrahmanyan, S. R.

Social studies in secondary schools. South Ind Teach 26 no 2: 54-57 F '53.

Banerjee, P. N.

Address of the President, University Section, All India Education Conference, Nagpur. Teach Jnl 31 no 12: 423-33 D '52.

BASIC education

Adventures in basic education. B. Dayal. Educ Quar 5 no 17: 27-30 Mr '53.

The Indian system of basic education. V. Sankara Iyer. Educ Ind 19 no 9: 275-79 Mr '53.

A warning to basic educationists. N. Kuppuswami Ayyangar. Educ Rev 59 no 1: 3-5 J '53. Prog Educ 27 no 8: 230-33 Mr '53.

BASIC English

Basic English. R. Srinivasa Iyengar. South Ind Teach 26 no 1: 5-6 J '53.

Basic English for Indian schools. M. J. Sargunam. South Ind Teach 26 no 1: 1-4+ J '53.

Basu, B. K.

The problem of secondary education in West Bengal. Teach Jnl 32 no 2: 58-65 F '53.

Bhattacharyya, P. C.

A cue to the problem of education. Teach Jnl 32 no 1: 19-21 J '53.

Book reviews

Ames, L. B. and Others. Child Rorschach Responses. H.L. Educ Quar 5 no 17: 49-51 Mr '53.

Bureau of Psychology, Allahabad. An educational guidance project. P.P. Jnl Educ Psych 10 no 4: 268 J '53.

Chakravarti, K. C. Ancient Indian culture and civilization. R. Krishnaswamy. Educ Quar 5 no 17: 56 Mr '53.

Davidson, A. & Fay, J. Phantasy in childhood. G. S. Dhar. Educ Quar 5 no 17: 55 Mr '53.

Gallagher, J. R. Understanding your sons' adolescence. H. R. Bhatia. Educ Quar 5 no 17: 52 Mr '53.

Graeffe, A. D. Creative education in the humanities. N. Krishnaswamy. Educ Quar 5 no 17: 58 Mr '53.

Hildreth, G. H. Educating gifted children. S.N.D. Educ Quar 5 no 17: 51-52 Mr '53.

Hughes, A. G. Education and the democratic ideal. Ind Jnl Educ 14 no 4: 242.

Masani, Shakuntala. The Story of Bapu. Educ Ind 19 no 8: 263 F '53.

Menzel, E. W. How to study. Prog Educ 27 no 8: 250 Mr '53.

Mujeeb, M. A glimpse of New China. M. Wasi. Educ Quar 5 no 17: 58-59 Mr '53.

Ranganathan, S. R. Social education literature for authors artists publishers, teachers, librarians and governments. South Ind Teach 26 no 1: 26-27 J '53. Ind Jnl Adult Educ 14 no 1: 37 Mr '53.

Raybould, S. G. The English universities, and adult education. Salamatullah. Educ Quar 5 no 17: 53-54 Mr '53.

Ryburn, W. M. Play way suggestions. V. M. Educ Ind 19 no 8: 263-64 F '53. Prog Educ 27 no 8: 251 Mr '53.

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Saiyidain, K. G. & Others. Compulsory education in India. A.S.P. Jnl Educ Psych 10 no 4: 268-69 J '53.

Selencourt, A. The school master. Ind Jnl Educ 14 no 4: 243-44.

UNESCO. Universities in adult education. G. S. Dhar. Educ Quar 5 no 17: 58 Mr '53.

Wheatley & Hallock. Health observation of school children. P. C. Baghchi. Educ Quar 5 no 17: 48-49 Mr '53.

Brockway, K. N.

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